Break

Talking shop

All last week at the Council of Europe symposium in Berlin on migrant pre-school children (page 5), the delegates of 18 countries (if you count the Holy See) earnestly discussed the pros and cons of teaching small children in a second language. They listened to each other's ideas on how best to make contact with parents. They talked of involving natives of the countries of origin in teaching teams, and of those countries helping to pay the cost. They talked of the total development of the child, of integration, or assimilation of citizenship.

Only when it came to the final recommendations did the game end. These recommendations were strongly influenced by the English-speaking group at the conference, a group in which the Scandinavian countries played a prominent part. The French-speaking delegates resisted in particular the suggestion that young children be taught in their own language for the first years and then in both languages as they got older. They resisted the whole idea of a bi-cultural approach.

They remained unconvinced by Finnish and German research findings described to the delegates which indicate that learning a second language too early produces retardation. And Monsieur R. Pichevot, who is an inspector from the Education Ministry in Paris, warned that if the recommendations on teaching in children's mother tongues were adopted, "progress where France is concerned will be very slow and slight".

When the final recommendation came up, however, his resigned Gallic shrug was eloquent: the Council of Europe, when all is said and done, has no power nor even any money with which to ensure the passage of its recommendations into practice.

Another interesting feature of the conference was the presence of a French teacher, present as an observer, on professional and institutional rights and status in the teeth of the talk from northern European countries about day care provided by babyminders and the whole range of options opened up by community based experiments presented another threat.

The language issue emphasized differences which arise between countries where migrants are predominantly European and quite likely to return to their home countries and those, like Britain, whose immigrant population is largely permanent and in the case of West Indians, basically English speaking.

The Swedes spoke of their responsibility to see that children were able to cope when they went back to their home countries. Mrs Eunice Beaumont, adviser for English from Bradford, one of the British delegates, pointed out that in Britain talk of equipping people to return to their country of origin was hardly likely to encourage confidence in the immigrant community.

The institutional arguments underlined the different meanings given to pre-school education. In some countries school is not compulsory until seven. Then puts all British infant schools into their pre-school category. In some countries there is no recognized system of baby minding for children under three.

Add to all this the impassioned plea of the Italian delegate that the children's emotional development be given first importance in the discussions rather than teachers or institutions. "The scholastic system everywhere is in crisis. It no longer responds to the needs of the children", she said.

Meanwhile the Holy See watched closely to see that due attention was paid to religious development and the Belgians to a counterbalancing emphasis on lay morals.

For all that the symposium provided a valuable talking shop. Miss Jennifer Bunbury, head of the Lillian de Lisse nursery school in Birmingham and one of the British delegates, reckoned "to have learnt a lot. I shall be much more aware of the sending countries as a result of this week." She has children of twelve nationalities in her school of 72 pupils.

It was comfortable to see Greek, Turkish and Cypriot delegates making common cause in presenting the views of the countries of origin. And at the end, the Council of Europe had reason to be thankful to the British HMI from Wales Mrs Dorothy Selleck, who brought the tone back to a level of persuasive idealism. "We must not," she said, "let our booklets of recommendations gather dust in government offices but work to ensure that these recommendations are acted upon.

"Migrants enrich the receiving community by their labour and culture, etc. etc. we hope this by our participation we can ensure that the migrants lives are criticised by the experience of living among us—accepted as equals."

Would she be able to so influence things at the DES in London? "Well, I'll have to have a go after that, won't I?"

Sobering sums

Brian Derbyshire, headmaster of Peers School, Oxford, has sent a manifesto—of which this is a shortened version—to all the members of Oxfordshire's education committee, to the leaders of the council and to teachers' leaders in the county. The sort of questions he raises will be troubling many authorities as they embark on their budget planning.

"One slight change for the school party, I'll be collecting not giving."

"There may now be only one way in which we can avoid the damage that would be done by the proposed £3.25m cut in educational spending in Oxfordshire. Three pence on the rates would raise approximately £3m. We should now weigh the real costs of the alternatives—cuts or a 3p rate rise—and let our present councillors and those seeking election next May know just where our priorities lie.

"First then, the cost of cutting by another £3.25m

Larger classes In the basic subjects, English and mathematics, classes in most of our secondary schools could rise to around 35

Restricted curriculum Some subjects might go altogether in certain schools, depending on where the particular teaching vacancies arise that cannot be filled. The most vulnerable subjects are languages, economics and commerce (Vive l'Europe !), but there could also be a rundown in science, technical and practical subjects.

Fewer textbooks There are few enough as it is. A cut in spending power of 35 per cent could mean one textbook between three or four

Reductions in remedial teaching

Specialist subjects taught by non specialists.

Disruption of examination classes

Fewer extra-curricular activities

Part-time schooling or a reduction in the school day to the legal minimum of four hours.

"The chances are that our children will not just be paying one of these penalties. They will face several and they will not be able to choose which. Some could suffer from all of them.

"Now let us weigh the alternative set of costs. Adding 3p to the rates for education would cost the ratepayer who owns a small semi with a rateable value of £250 per annum a further £7.50 on his rates bill for the whole year.

The sum represents :

. . . less than ten gallons of petrol. So we save it if we manage to cut out just two fill-ups at the petrol pumps during the whole of the 12 months.

. . . 27 pints of beer. That is just over half a pint per family per week. The Beaujolais brigade would need to cut out five bottles in a year.

. . . 15 packets of cigarettes. That means cutting out less than one cigarette per family per day.

Unlike the penalties the £3.25m cut would impose on our children, the "costs" listed here would not all have to be adopted : the ratepayer's family would need to adopt only one of these cutbacks in order to raise the necessary £7.50. Moreover, they would be a little bit healthier for doing so—fitter, more sober or less bronchitic. . . ."

Sceptics will be little more reassured by this professional than by the tendentious report it caused it. Neither will they be more comforted about the "lies and drugs" nights at the local hospitals by the assurances passed on by the i.e.o. from the area health authority that nothing is known about battered or drugged babies.

West Sussex produces figures to show that 94 per cent of the children were reading by the age of 10 and that 58 per cent had reading ages above the national average. (For more parental ramifications in East Grinstead, see page 4.)

Trench warfare

The (fanfare) Great Debate is likely to prove a great yawn if it proceeds along the lines of an exchange in West Sussex. A body first calling itself ABLE (the Association for Better Learning and Education) but rapidly changing its name to PACE (Parents Action Committee on Education) has produced 78 "case studies" purporting to be some of the horror stories gleaned "at random" from 265 interviews with the good people of Crawley, Horsham, East Grinstead and Horley (which is actually in Surrey).

These cases portray schools as the cold frame of drugs, violence, indiscipline and little else. They accuse the local authority, schools, MPs and police of indifference and complacency. The skimpy details smack of hearsay, gossip and speculation.

Schools are named and the stories are specific enough to hit home but not detailed enough to be checked or even defended. Some are arguably libellous. The report which contains them gives no indication of how the interviewees were selected, or how they were interviewed. It gives little insight into what is meant by the bald assertion that 97 per cent of the 265 parents were "greatly concerned over the deterioration in educational standards".

There are two ends to the elastic of public credibility, however. West Sussex have weighed in not only with some quite proper criticisms of the case studies but also with attempts at reassurance based on reports from the authority's advisory staff that the overwhelming majority of children are behaving responsibly, working hard . . . and doing credit to both their parents and their teachers". They flourish a veritable catalogue of advisory reports issued to schools on language and mathematics teaching and "Education for Living".

Previn's net

Now that it is not such a cumbersome thing for musicians to be summoned by kind dukes and duchesses or wicked architects, industry is stepping into the breach and Shell UK Oil is trying to discover and encourage outstanding young talent" by promoting (together with the London Philharmony Orchestra) a "composition for a music scholarship of £1,000. It is to be awarded in association with the Guildhall School of Music and Drama where the winner is intended to carry out his studies—should he choose to use his prize money that way.

André Previn, principal conductor of the LSO, was quick to point out grounds of "Oh, not another music competition" which are calling of the scholarship. Oh? he said, was one which a different prize winner could spend his money in any number of ways (it is, of course, the discretion of the committee) and instead of being centred on one town, there will be regional area finals.

This first competition is open to flute, oboe, clarinet, bassoon and horn players of 14 to 21 years of age—and the winner will not only be given the chance to play in the national final at the Queen Elizabeth Hall's new premises in the Barbican but will also be able to play with the LSO in the last concert of their (Shell-sponsored) season which is to be on November 11.

The closing date is January 31 and the final is on May 28. Good for Shell—may they miss one for the "enormous untapped source of orchestral players" which Mr Previn sees as a huge pool for the LSO to draw on.

Artistic

Next week

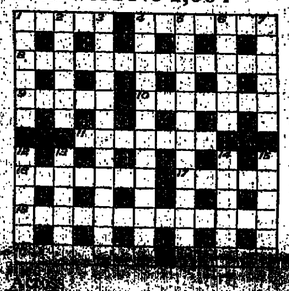
Edward Blishen : The lecturer's confession.

Robin Chambers : Where did the snowman go ?

Jüri Gabriel on punk rock.

Books : Bert Lodge on British folk customs ; Brian Alderson on Robin Hood.

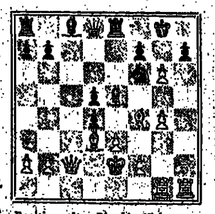
Crossword No 1,064



Down

1 Despite the economic position we still have this wealth (6).
2 Henley's relation to fate (6).
3 Regarded aid for the third world ? (6, 7).
4 Paladin ceased going to the ballroom (6, 2, 5).
5 Thicker for the guns ? (8, 5).
6 Over-and over again in German and English for a king (6).
7 Old Scottish dates (6).
12 You must be off to make yourself so (6).
13 Whisky pictured in plenty (6).

Chess



Position after Black's 17th move

The classic example of such a fight is where one player aims at breaking through the defences of his opponent on the wing where the enemy King has castled. This is rightly called a flank attack and the best method of meeting it is usually by a counter-attack in the centre. This method demands fine timing and a most economical use of moves on the part of the counter-attacker. Invariably you will find that the player who moves the same piece twice during the course of his attack is liable to meet with a very sticky end.

As an example take the following game that was played in Moscow in 1975 in an Alekhine Memorial Tournament.

White : R. Vaganian. Black : G. Forintos. Queen's Gambit Declined.

1	P-Q4	N-KB3
2	P-QB4	P-K3
3	N-QB3	B-N5
4	P-K3	QN-Q2
5	B-Q3	P-B3
6	B-B4 (a)	P-QR3
7	P-K3	Q-R4
8	Q-B2	QR-Q1 (b)
9	P-KR3	B-K2
10	B-Q3	P-KN3
11	K-B2	B-N2
12	R-KN1	K-B2
13	P-KN4 (c)	P-KR3
14	QR-KN1	P-QN4
15	P-N3	P-N5
16	P-B5	P-Q4
17	BPxP (d)	BxP
18	P-KR4	B-KB4 ch (e)
19	K-K1	QR-Q1 (f)
20	B-K4	B-QB3
21	BPxP (g)	BxP
22	P-KR5	B-KB4 ch (h)
23	K-B1	B-QB3 (i)
24	B-K4	B-K2
25	P-KN5	B-B1
26	P-N6	BxQ ch
27	PxB	R-Q5 ch
28	K-K1	R-K1
29	R(B1)xR	resigns.

(a) Normal here is P-KR3 but Vaganian likes to experiment with old fashioned lines.

(b) 6 . . . P-B4 is usually recommended here ; but consider 6 . . . Black got into the same position after 7 QPxP, BxP ; 8 Q-R4, P-B3 ; 9 BxP, P-QR3 ; 10 B-Q3 with a fine attack for White.

(c) Instead of this pushed pawn Black should have tried here 13 . . . Kt-B3.

(d) By threatening P-K4 White compels Black to weaken his K-side with P-KK13.

(e) The obvious 18 . . . PxP ; 19 PxP, a piece but loses the exchange after 19 . . . BxKtP, BxKt ; 20 RxB, RPxP ; 21 BxKtP, BxKt ; 22 QxB, RxP ; 23 Q-B4, etc.

(f) This loses but there is nothing much to be done, e.g. 19 . . . K-K2 ; 20 PxBP ch, KxP ; 21 B-K4 ch, K-K2 ; 22 P-K6 ch with a fine attack for White.

(g) Or 19 . . . KxR ; 20 PxBP ch, KxP ; 21 B-K5, threatening Q-R5 ch and Q-KN5 ch. In any case by now White had acquired a fine attacking attack.

Harry Golombek

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Then up spoke brave Horatius . . .

"Fortescue here. Yes, Secretary of State. I quite understand your committee overran. Very tiresome. Perhaps we can deal with a few points on the phone. How are you off for tuppences ? . . . Yes—I've settled the Permanent Secretary. Wait a moment while I switch on the Scrambler. . . . "There . . . as I was saying, the Permanent Secretary: I understand he has some slippers and plenty of ties and a book. But I've had a brainwave. I've got him a beautiful reproduction of the Second Collect, for Peace, etched in aluminium by a BAC apprentice at Filton. Very apt, I think. . . .

"Who ? Oh yes, the Senior Chief Inspector—a first edition of the Yellow Book with the original illustrations. And for your successor at Prices, by a stroke of luck I managed to pick up one large sliced on my way in this morning.

"Anything for you ? . . . Well, there's a copy of Norman St John-Stevas's privately printed volume of correspondence between Walter Bagehot and Cardinal Manning ; a gift Voucher inscribed with the initials BB, and one of those useful gadgets for extracting the cores from cooking apples, from the Liberal Studies Association. There's also a demand for luncheon vouchers for the NUT.

"Oh, yes. I nearly forgot. There's a note from Number Ten : could you let the PM have a few notes on the importance of independent schools—he has to go to a New Year party at St Paul's Girls' School. I think there's a brief somewhere left over from Mrs Thatcher's time which could be knocked into shape. Something about the importance of social mobility and high standards. . . .

"No . . . I quite see that. . . . But. . . . Yes. . . . Indeed. As you say. . . . I'll pass the message on. . . .

"Consultation ? Yes, of course ma'am. We all realize how important it is to extend the range. . . . Did he say that ? How extraordinary—that all you needed was to get the top people together in the Smoking Room of the National Liberal Club and hammer out a full-hearted agreement ? Good heavens ma'am. No, no ma'am. We all believe in government by conference now—bringing out the parent vote, working through to the Grass Roots. . . . Well, the TUC and CBI anyway. . . .

"Yes, ma'am the regional conferences are going ahead smoothly. . . . Split between all the ministers in each Department. . . . Yes, there and back in a day I hope, ma'am. . . . A cheap day return with luck. No point in dragging them out too long. . . . Oh, do you mean to-ma'am ?

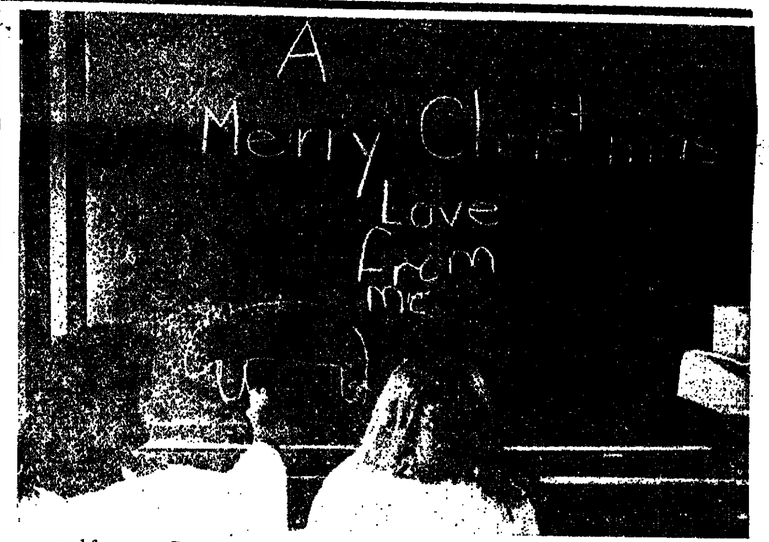
"Documents ? Yes, well they are the big problem. But the Permanent Secretary's come through with the goods so far—drawing on the latest computer technique from Concorde. . . . He's having a full size set printed for parents run up. Programmed with the latest data from *Social Trends*. When not in use they deflate and pack away into cardboard boxes. . . . Can be taken easily from conference to conference and assembled in a matter of minutes to give instant public opinion.

"Regional differences. . . . Oh yes ma'am, they've thought of that. Now they're working on all the others. The CBI, Chambers of Commerce, Rotary, Trades Union Council of Churches, RSPCA, Bookmakers' Protection Association, Licensed Victuallers. . . . All computerized and installed in the Smoking Room at the National Liberal Club. Just like old times. . . .

"Well, ma'am, it was only an idea. . . . You prefer the classics HMIs call the Lare Persons technique ? I beg your pardon ma'am. I'll make a note of that and pass it on : 'Classical illusions will increase the wealth generating sector.' . . .

"Sorry, 'allusions', of course, silly of me. I'll tell him it was only a petty conceit. Of course you're right. After *I Claudius* on telly, fourth formers would know *The Lays of Ancient Rome* a breach of the Trade Descriptions Act.

"Anything else for your next committee ma'am ? Sorry if I've been a bore. You. Merry Christmas. . . ."



. . . . and from us. Peter Boyce's picture was taken at Fleet Primary School, North London, during rehearsals for a nativity play. More pictures and story, page 6.

Comment

The views expressed in "News and Opinion" are not necessarily the opinions of the University, of the editors, or of the contributors themselves.—From *News and Views*, newsletter for Warwick University.

End of the line for staff gravy train?

by Mark Vaughan

The Government's plan to save £37m by stopping some adults from eating free school meals and by cutting the administrative costs of meals has been virtually rejected by the teachers' unions and the local authority associations.

The plan to save £10m next year and £37m in 1978-79 formed part of the public expenditure cuts announced in Mr Healey's mini-Budget last week.

In fact the larger part of the cut —£27m in 1977-78—had already been agreed last month but it was not announced at the time, nor was it included in the figures in the Chancellor's statement. It only came to light at a press briefing held by Mrs Williams, the Education Secretary, last Wednesday.

The extra cut is necessary because Mrs Williams agreed to chip in £27m towards the Department of the Environment's appeal at a Cabinet meeting for more cash for the housing subsidy. Several other ministries also contributed.

Following the Chancellor's statement Mrs Williams announced an investigation by her department and the local authority associations into ways of saving on school meals. They will look closely at teachers and other adults who are eating free midday meals which she says they are not entitled to.

Under a national agreement drawn up in 1968 teachers can take a free school meal if they have "oversight of pupils" during the midday break. Mrs Williams says there has been a disproportionate rise in the number of teachers getting free meals over the past five years. As well as the clampdown on teachers, she wants a reduction in the administrative staff who handle meals.

In making these savings, the Education Secretary has promised not to alter the nutritional value of meals, to limit next September's price rise to 10p (bringing the price of a school meal up to 25p), and to maintain the existing arrangements in cases of hardship.

This week there was sharp reaction to the proposed savings, with the local authority associations saying there was little likelihood of LEAs being able to make such large savings, and the teachers unions claiming that Mrs Williams had ignored or misunderstood the 1968 agreement.

Mr Gordon Cunningham, education officer of the Association of County Councils, said the Government and the LEAs should seriously consider a further price increase on top of the 10p already announced to help make the savings.

"I don't see how the £37m can be saved in one year unless everyone is prepared to go very much deeper and look at the whole philosophy of school meals. It raises

continued on page 3

DES figures on adults having meals at school

	Adults	Teachers	Canteen staff	Supervisors	Others
1968	378,000	144,000	149,000	65,000	11,000
1974	—	168,000	159,000	94,000	15,000
1976(est)	560,000*	207,000	180,000	127,000	16,000

* only 32,000 pay anything at all.

Schools Prom on TV

A 50 minute television recording of the second night of *The Times Educational Supplement* sponsored Schools Prom, which took place last month at the Royal Albert Hall, is to be broadcast on BBC 2 on Boxing Day, December 27, at 2.20 p.m.

Vanishing snowman

A seasonal mystery tale of children and a snowman and, happy thought, a school that melts away. By Robin Chambers page 10

Edward Blishen

A poem which evokes the spell binding warmth of stories read aloud to children by people who love books page 9

Punk Rock

Jüri Gabriel demolishes myths—to some extent—and extends some comfort to those who view this latest pop phenomenon with distaste and distrust page 11

College closures

Improving academic standards in teacher training is the main criterion for the DES's reorganization of the colleges page 2

Results by payment

Assistant Masters Association will debate a resolution to give all school children who pass a literacy test £10 page 4

FE curricula

A curriculum development group for further education was first suggested in the spring at the DES 16 to 19 conference. Details and appointments published this week page 4

Leader, 2 ; personal column, Gerry Fowler, 4 ; foreign news, 7 ; sport, 5 ; letters, 8 ; features, 9-10 ; books, English folk customs, Robin Hood, sociology, art, 12-14 ; Talkback wordigs, simulation in history teaching, wrestling, 16 ; Resources, 15 ; Arts : small presses, television drama, school productions, Artsnd 22-23.

Classified ad index 18

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Cut and come again

A week's reflexion on the latest education cuts leaves them shrouded in mystery. The centrepiece of Mr Healey's package was the moratorium on construction—a good old fashioned six-month postponement of a kind which the education service has experienced before. *This is meant to save £20m from educational building in 1977-78, and £11m the year after.*

There is, however, attached to the moratorium a provision for exceptions, and education's "basic needs" come within this. So, too, it is said, does the programme designed to ease the transition to comprehensive education. A circular timed, one might think, to attract the minimum attention is due to go out to l.e.a.s later this week explaining, or not explaining, exactly where the axe will (or will not) fall. It looks as if the obscurity is not wholly unconnected with the desire to present proposals to the IMF which appear to have substance, and at the same time, to blunt the impact on public services.

Planned spending on education in 1977-78 has now been cut three times within the space of 12 months: by £331m in the February White Paper; by £30m in July; and now by £42m in December. Plans for the following year 1978-79 have now been cut twice by the Chancellor: by £618m in the February White Paper, and by £30m in the latest mini-Budget. In addition, a further, hitherto unannounced £27m was sheared off last month, when the hat was passed round in Cabinet to bail out the housing programme.

Of course, [illegible] current expenditure will take the form of a reduction in the rate support grant. So while it is interesting to know how ministers would like the savings to be made, it will actually be up to the local authorities to decide exactly where the axe is to fall. The 1977-78 RSG remains unchanged, but it has now been formally stated that the amount to be saved on current expenditure savings will simply be deducted from the RSG increase order, due next autumn.

It is this which makes the Secretary of State's confident pinpointing of school meals spending as the place where the bulk of the money can be saved in both years less convincing than it might otherwise be (see pages 1 and 3). It is likely that many l.e.a.s were already planning to squeeze this item, and in particular to look closely at the number of free lunches served to adults. It is plain that the same savings cannot be made twice over, so the effect of the latest cut may well be felt more acutely than Mrs Williams suggested at her immediate, post-budget, press conference.

What is abundantly clear is that the teachers' unions are not going to accept without a struggle the withdrawal of dining rights which they have secured hitherto. The definition of duties is far from clear, obscured as it is by gentleman's agreements within each school, and by the prolonged negotiations on teachers' terms of service which were sparked off by earlier disputes about teachers' responsibilities for midday supervision. The local authorities discovered to their cost how easy it is to run up expensive bills when they entered into a new agreement on conditions of service with the further education teachers.

If the DES believes it can withdraw some legitimate perks from the teachers at a time when payments in kind are more valuable than ever before, it will find it is mistaken. And if the saving is not to be made at the expense of the teachers it can only be the ancillary staff on whom the axe falls, in which case the other public service unions may be expected to have something to say.

School meals expenditure only appears within the education budget for reasons of convenience. In reality it is a form of welfare benefit like family allowances, and should be thought of as such. But at the moment the position seems to be getting steadily worse. It costs 49p to provide a meal, of which only 16p is spent on food of deteriorating quality. How many of the parents of the 5.9 million daily diners would pay the full economic price is a matter of conjecture. But if, as may be suspected, many would, quite reasonably, refuse to do so and decide to make alternative cheaper arrangements instead, it may be less than obviously economic to provide the service in the present, universally subsidized form.

From Woman's Own to Women's Lib

We all know the recipe: take a girl baby, wrap in pink, murmur: "Who's a pretty/good girl then" for at least five years. Supply with dolls, nurses uniforms, domestic utensils etc. And then on through school and unskilled or semi-skilled work with marginal variations according to intelligence, appearance and colour. Serve to a man.

Sue Sharpe has written a book ("*Just like a girl*": *How Girls Learn to be Women.* Pelican. 95p.) which describes the differences assumed to exist between men and women: how these are perpetuated from one generation to the next and how they differ according to different cultural backgrounds.

She interviewed girls at four schools in the London Borough of Ealing and it is their attitudes towards school, home, parents and boyfriends and their expectations about employment and marriage which form the backbone of the book. There is also an assessment of the chances of these girls realizing any ambitions they might have.

But even more fundamental is the statement that, generally, the girls (nearly all of whom come from working-class backgrounds) do not have much ambition beyond the hope of getting married and perhaps having some nice clerical job in an office. Their upbringing at home and at school and the pictures the media have rammed down their throats since they first set their eyes on an advertisement for washing powder or hair shampoo have resulted in them having a vision of their proper place in life, a vision which is all-too-realistic given the assumptions of the world in which they live.

While they might want more of the freedom boys have, most are glad they are girls, and the reasons they give tend to be pretty *Woman's Own*-ish.

For the black and Asian girls, the story tends to be slightly different, largely, no doubt, because of the even more marked difference between the treatment of the sexes in their cultures. Many of the Asian girls are expected to marry boys chosen for them by their parents. They can look forward to a life which ensures complete seclusion from all men, except father, husband or brothers, both before and after marriage. When these girls compare their lives with those of their white schoolfriends, they do sometimes question their lot, but on the whole their questioning is minimal.

Ms Sharpe has written an excellent book describing the fate of the girls she has studied and, as a staunch supporter of the Women's Movement, she does not consider it a happy state of affairs. But just what should be done to alleviate the situation is not all that obvious.

Perhaps the first consideration should be whether to attempt to change the consciousness of young girls from *Woman's Own* to Women's Lib. The majority of girls, however, might prefer to remain with what their less contented sisters would label false consciousness.

Let us suppose, though, that we decide with John Stuart Mill that it is better to be Socrates (or Sappho) dissatisfied than a fool satisfied. Before we rush enthusiastically into the task of abolishing all false concepts of women, we must remember that social nature abhors a vacuum. You cannot strip away the hard shell of social labelling and find the kernel of true selfhood sitting pretty inside, waiting to be released from the obfuscation of social typification. All that would be left would be the infant mewling and puking in the nurse's arms, hardly the most sophisticated of liberated personages.

There is always the danger that we shall do little more than swap away one set of chains for another.

Furthermore it would be practically impossible to bring about a fundamental change in a prevailing ideology unless there were also a change in other areas of society, such as the economic relations of production or the kinship structure. Assumptions about the relative importance of such areas and what the implications are for action vary according to political ideologies.

Perhaps there cannot be much hope of altering the consciousness of many of the present generation of working-class girls. Perhaps though, if enough people become aware of some of the facts that the Sharpes of this world are carefully documenting, then some of the more invidious aspects of the social reproduction of the feminine will cease to follow the biological reproduction of the female—perhaps.

Whether we like it or not, society will continue to provide the recipe, but if we can become more aware that we ourselves are the cooks and if we can learn to recognize more of the culinary rules of society, we may be able to increase our say in just what goes into the dishes of the future.

Eileen Barker

Bruce Cooper argues that Britain's grant beneficiaries are the most pampered in the world

Suckers for students

I earn enough money to be required to pay a portion of the maintenance costs of two of my children undergoing higher education, and am one of the alleged 40 per cent of parents who do not renege on meeting the balance between what the state provides and the amount of the full grant. One might fondly imagine that would be the end of it, but I have no doubt the usual hassle will start in the coming year about the awful cost of living and how hard students find it to make ends meet.

My daughter telephoned late in the summer term to say that in October she was moving out of supposedly prohibitively expensive halls of residence into a shared flat. In fact, to secure possession she had to pay £6 a week for the 12 weeks of the summer holidays in advance, but I was told it would all work out a lot cheaper in the end.

Possibilities that the investment might not prove cheaper in the long run have already begun to seep through via my wife. The curtains are dowdy, the counterpane patchy. I have no doubt the wallpaper will soon prove to be peeling and the blankets moth-ridden.

Expenditure for my son is of a different order. Gone are the days when all you needed for physical education were a pair of gym shoes. The authorities make an allowance of £35 for specialist equipment, which [illegible] appears to [illegible] the top half of a track suit. [illegible] fledgling teachers only shop at the Moss Bros of sport, namely Adidas and, like Heinz, their gear comes in about 57 varieties.

There are track suits for athletics, for après ski, for lounging around in and propping up the bar of the Students' Union. One heard [illegible] our Olympic [illegible] spend as much time [illegible] themselves as training. No wonder our medals were so few. Current trend would suggest that the fashion in physical education colleges is unlikely.

Then there has been this strange phenomenon of one's offspring's first port of call on their return for holiday being not the library, to replenish their stocks of learning, but the local labour exchange.

So I can rarely get worked up about student grants. The students in my own polytechnic, as elsewhere, make the ritual noises of deprivation. Most of the visual evidence hardly corroborates it. The bar does a brisk trade. Government health warnings do little to lessen the incidence of smoking. Black and white television, which I find adequate for [illegible] first few weeks of term carrying into their apartments rented colour television sets. As far as the eye can see cars are ranged in the five car parks, like a race meeting at Ascot. I remember one student at some consultative committee taking exception to the height of [illegible] he thought it might [illegible].

My own judgment is that my own kids and others do pretty well out of the system, despite the frothing at the mouth that takes place at NUS conferences. The plain facts are that British students are among the most pampered and privileged in the world. Buttressed by the state during term time and vacation, they obviously believe that the welfare state is like some fat Jersey cow with an endless supply of rich milk, whose udders they can suck at will.

I suppose it is all part of the revolution of rising expectations. My ex-serviceman's grant, which I obtained after demobilization, had to cover holidays as well as term-time. Had the facility existed, shame would have prevented me going to the labour exchange. As for [illegible] curtains had to remain threadbare and [illegible] patchy. Cars were [illegible] prerogative of the wealthy few.

My all-purpose track suit lasted my four years at university and I learned to ski in an old pair of converted army trousers.

Whether I boozed with my rugby friends, sat in the "gods" at Gielgud's "Hamlet" or went to the all-in wrestling was a fine financial calculation. My continental holidays were subsidised by mixing endless tonnes of concrete on the hydro-electric scheme in Scotland.

Nor, strangely, despite the fact that we were mature students who had fought a successful war, did we have any urgent compulsion or belief that we were better equipped at running a university than those who had been chosen for the job.

With the certainty next year of a healthy cut in public expenditure, announced by the Chancellor of the Exchequer, education will take its share. Maybe now is the time for some major surgery. If nothing quite so concentrates a man's mind than the prospect of death, nothing so encourages a person in wise spending habits and getting value for money as when the money is his own.

I have long been impressed by the practice which has prevailed in my wife's country, that archetype of all that is most admired in socialism and collectivism, namely Sweden. I am referring of course to the system of student loans. Among other things it sorts out the scholars from those with no serious thought of learning but who merely want to spend three years leading an amiable life, at the state's expense. If the state were to bear all the tuition costs, then students could determine the life style they wished to adopt and borrow accordingly.

Loans should be interest free and latitude should be given for repayment based on the subsequent earnings of the recipient. Funds released by such a system could help with subsidising halls of residence and catering, or diverted into more needy parts of the educational system such as primary schools, or even in altering the reward system with inducements to encourage more students to enter manufacturing industries or take up production engineering.

I have yet to hear convincing arguments against the loan system. Having said all that, any time now I expect SOSs from my own children, with hard luck stories of appalling hardships that they dare not [illegible] countering, that they [illegible] the bank manager in the eye [illegible] he asks them about their overdraft [illegible] rather than the time of day, I will squeeze a few more [illegible] pips out of the orange to finance their vino and restrung rackets.

Bruce Cooper is dean of the Faculty for Management and Commercial Education, Ulster College, Northern Ireland Polytechnic.

London faces new closures

by Stephen Cohen

Training colleges in the North and Greater London are warned this week of further closures in a document prepared by the DES for its advisory committee on teacher training.

Because, it says, school populations are falling most rapidly in these two areas, where there is already a greater proportion of teacher training to school place than in others, the contraction in these regions "will need to be correspondingly more severe".

Improvement of standards is a major aim of the department. Reorganization, which has already brought about the closure, merger or amalgamation of dozens of colleges, must create a system "conducive to higher standards of teacher education and professional training".

Another 30 colleges of education are believed to face closure, and the document was produced in response to requests from members of the committee for guidance when considering the fate of individual colleges.

The Government's policy for teacher education, it says, is that it should be firmly integrated with higher education. "This means that where practicable teacher education should take place in major institutions such as universities, polytechnics and major colleges of higher education which have a significant general higher education role."

There should be a good geographical spread of colleges and those which survive must have sufficient academic standing to secure validation of degree courses and to attract adequate numbers of well-qualified students.

A major objective of the reorganization is to preserve, as far as possible, colleges which train handicraft and mathematics teachers or which have developed expertise in the teaching of immigrants, slow learners or the problems of deprived areas.

"More generally, regard must be paid to the adequacy of professional training provided by the colleges and the reputation their students enjoy in the schools in which they subsequently teach."

As for academic standards, the document says there is evidence available in the proportion of students who have two A levels, the ratio of those who obtain a degree or a certificate, and the extent to which a college attracts first-choice applicants. But it is made clear that a "good" college could decline in standard.

The minimum size for an institution is said to be 600 places.

New Year start for 'no cover' ban

Leaders and officials of Stockport council and education committee were meeting this week to decide their attitude to industrial action threatened for the New Year by the two biggest teachers' unions.

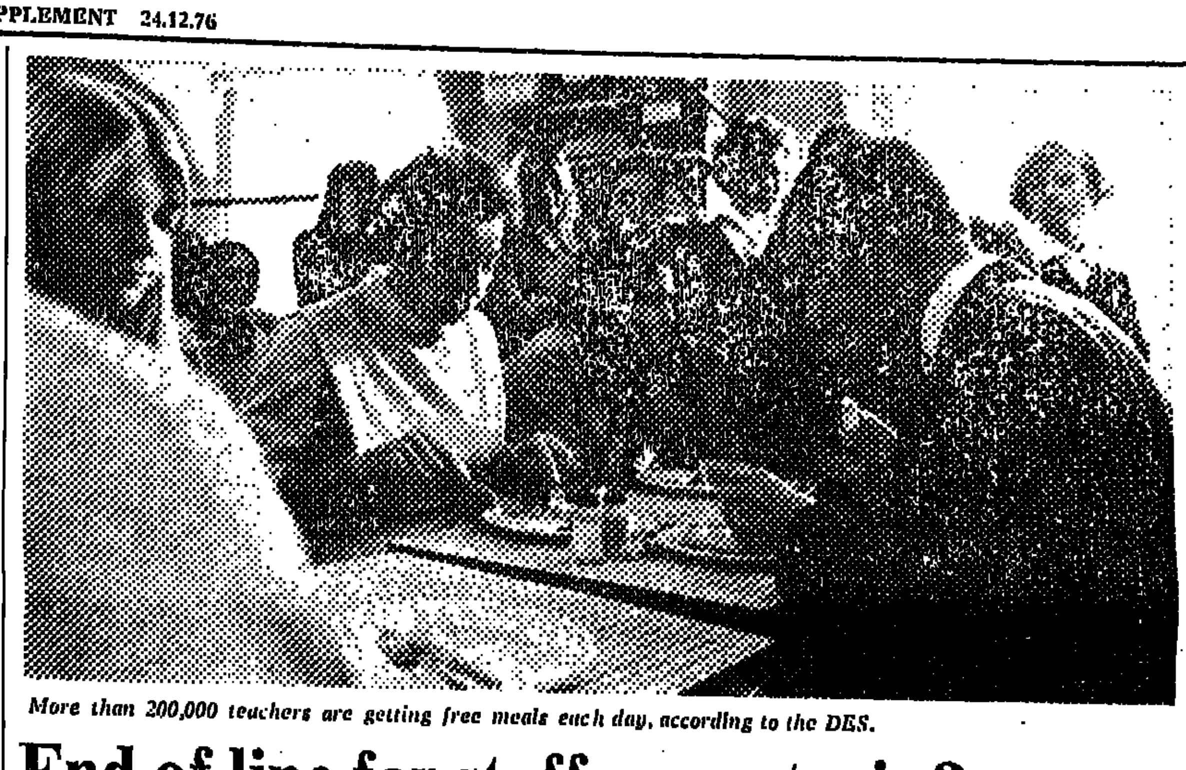
Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers will start imposing sanctions on January 4 when the schools reopen.

The NUT has banned teaching classes with more than 35 children and its members will refuse to stand in for absent colleagues where the absence is known more than one day in advance. The NAS/UWT is a three-day no cover ban and members will refuse to take classes which they think are without a teacher because of unfilled vacancies.

The heart of the dispute is Stockport's pupil-teacher ratios which the NUT claims is the worst in the country.

The NUT does not rule out a strike if the authority reacts by suspending teachers. But Mr John Macmillan, chairman of the education committee, said this week that no disciplinary action had been threatened. "It is a complete fabrication and figment of the imagination," he said.

Stockport head teachers have been told by the authority that they should continue to admit pupils next term and "encourage their regular attendance at school in accordance with the council's policy".



More than 200,000 teachers are getting free meals each day, according to the DES.

End of line for staff gravy train?

Continued from page 1

the whole question of whether or not we should be providing school meals. I think we should also consider a further price increase in 1977-78, or the possibility of a cheaper school meal", he said.

Some observers are saying that Mrs Williams has questioned the validity of the 1968 agreement, and that she will be pressed to reconvene the group which looked into teachers and the school meals service, and which became known as the Rossetti working party, after its chairman, Harold Rossetti. Although this kind of reappraisal would please the local authorities—the major teacher unions say they would oppose it.

There are many education officers who consider that the teachers have not kept their part of the bargain struck in the 1968 agreement, and feel, as one officer put it, that the teachers have welshed on their employers, turning the free meals system into nothing less than a racket.

It is estimated that slightly more than half of the primary and secondary school teaching force of 440,000 receive free school meals. Of the small percentage who pay for their school meal—ten per cent or less—nearly all pay the full economic cost which varies from about 42p to 49p.

The DES says the subsidy on the total of the 6,400,000 school meals served daily in 1976 was £358m. This means the cuts of £10m in 1977-78 and £37m in 1978-79 are only a saving of about 3-10 per cent. The Department also points out that one in 17 adults pay for a school meal compared with five out of seven pupils. In 1971, children eating meals totalled 4.3m and this year the number has jumped to 5.8m.

The National Association of Schoolmasters/Union of Women Teachers has described Mrs Williams' proposals as "one of the sillier ideas for trying to save money", and warns of the strong likelihood of l.e.a.s antagonizing the teaching profession if they are "niggardly" over which teachers should get free meals. Mr Fred Smithers, the union's deputy general secretary (education), said: "It suggests that the person who thought of the idea knows precious little of the practicalities of arranging for the effective supervision of hundreds of school children during the midday break".

He said authorities should be asking themselves how much of a teacher's lunch time the price of a school meal bought, and they would find the answer was 10 minutes or less.

"The DES and the local authorities should proceed with caution in this field because they could well create a situation where a large number of teachers contract out of the school premises completely at lunchtime, leaving the l.e.a. with the problem of having to bring in outside help to supervise hundreds of pupils for a short period of time."

Mr Smithers admitted there were a number of teachers claiming free meals who did not work during the midday break, but this was a very small percentage, and was inevitable, he said. "The cost of ferreting these teachers out would not be worth while in the end."

Mr Fred Jarvis, general secretary of the National Union of Teachers, claimed that Mrs Williams misunderstood the 1968 agreement, since she suggested that free meals should only be given to teachers actually supervising pupils eating their meals. The agreement, he pointed out, said they should receive free meals when they undertook to oversee pupils during the midday break. This could be anywhere in the school.

Mr Henry Clother, NUT spokesman, added that the cost of bringing in helpers to do the work of teachers would always be much greater than the cost of school meals. "You are getting the service of teachers on the cheap. It is in no way a perk for them.

"This is part of the attack on education and is very largely an ill-informed and ill justified proposal to save money".

Mr Robert Cook, general secretary of the National Association of Headteachers, said the problem was that "oversight" by teachers had never been measured or defined. "Because it has never been measured it is virtually impossible to say what reduction could be made by taking away free meals.

"I do not think it is possible to make the kind of savings Mrs Williams is talking about because no one has done a proper survey of the work being done by teachers during the midday break. Unless Mrs Williams is prepared to make a clearer definition of oversight of pupils, I do not see how she can expect l.e.a.s to make such economies, because every teacher who gets a free meal is doing supervision of some kind or other."

He thought there would be strong opposition to the reopening of the 1968 agreement by the larger unions, and added that the NAHT had already asked the Secretary of State to investigate midday supervision, but this suggestion had been rejected. The NAHT says that in 4 per cent of schools in England and Wales, no teachers at all help with supervision during the midday break.

The saving that wasn't

Among the measures announced by the Chancellor is the £20m cut over the next two years in the building programme for industrial training facilities in colleges of education.

However, there is no programme and, never was: nobody wants to spend any significant amount in this field. Public spending here was entirely a Treasury fiction, as is the saving.

The Training Services Agency inherited from the Department of Employment a power to sanction local authority borrowing for building industrial training facilities in colleges of education up to a total of £13m a year. But it has been virtually unused, and the agency's chiefs had to think very hard before they realized that this was what the Chancellor was referring to.

Mr Ken Cooper, the chief executive, said this week: "The only significance of the item, which was not real money in any sense, was to inflate the apparent level of the public borrowing requirement. There is no indication that local authorities, who have shown great resourcefulness in adapting existing accommodation to training requirements will want to borrow any significant part of the annual £3m that we are still empowered to sanction.

"If there are cases where there is an urgent need for such projects we can, with specific Treasury approval, fund them directly ourselves, and that is a good deal more realistic."

Only 'shire' counties try to cut free meals

Only a handful of education authorities have so far challenged the right of teachers to have free meals. And all of them are "shire" counties.

So far no metropolitan district has attempted to do so, said the AMA this week.

The counties which have been trying to save by cutting down on free meals include Wiltshire, where there was an official dispute, and Hampshire, where 56 per cent of teachers take free meals and where a plan to reduce the number was dropped earlier this year following opposition from the Hampshire Teachers' Consultative Committee.

Shropshire carried out a survey to discover the number of adults taking free meals, but has not yet decided to make cuts.

A spot check by Hampshire l.e.a. on October 7 found that 3,402 primary and 3,793 secondary teachers were getting free meals and that only 203 primary and 314 secondary teachers were prepared to pay for them.

In Wiltshire opposition by the National Union of Teachers to an l.e.a. plan to establish a ratio of one free meal to 30 children led to the issue being brought before a local conciliation panel under the collective disputes procedure last year.

The panel found in favour of the teachers and no ratio has been established. But it agreed that head teachers should continue to "exercise restraint" in allowing free meals.

The Wiltshire plan to reduce the number of free meals was drawn up in September 1975 as a £20,000 saving. Wiltshire thought it had the approval of the teachers, but when heads were told to implement the new plan at the end of October 1975, the official dispute was declared by the NUT.

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MACMILLAN EDUCATION

CBI repeats warning on standards

Young people are not good enough at mathematics and English and have no idea of the kind of jobs open to them, the Confederation of British Industry told a House of Commons Committee this week.

The CBI is against imposing national standards in schools but wants to see employers and schools working out industry's needs on a local basis.

Mr Michael Bury, director of education at the CBI, told the committee, which is looking into the achievements of school leavers: "Schools and education services are increasingly willing to examine these issues. Five or six years ago we spent a great deal of time just trying to get a hearing but this has changed now."

Mr Terry Lyons, personnel director of Williams and Glyn's Bank and chairman of the CBI's education committee, said industry accepted that it was recruiting from a different ability range now that so many went to university, and jobs were often more demanding than they used to be. Industry was not concerned about whether standards had gone up or down, only whether they were adequate.

Virtually every inquiry made among the confederation's members brought complaints about low standards in arithmetic and the ability to communicate.

Employers found young people not prepared enough for employment and adult life. Their careers education was inadequate and they lacked any understanding of the way industry worked or its importance to the nation.

British schools compared unfavourably in this respect with the rest of Europe. Mr Lyons said the CBI did not want schools to do job training but it did want all teachers to have a compulsory period of employment outside school or college.

£10 reward for being literate?

Cash prizes of £10 each for children who learn to read and write will be recommended to Britain's largest secondary school teachers' union next week.

The Assistant Masters' Association will be asked to approve a scheme of national literacy awards for 10-year-olds at its annual conference in Carlisle. Mr Ray Hemington, from Clwyd, North Wales, has put forward the idea to encourage children to read and write. Every child would get the reward if he or she came up to standard.

Mr Hemington said this week that children of this age were very materialistic in their outlook. "To get some immediate reward would give them a bit of a spur." The Clwyd branch of the AMA supports Mr Hemington's resolution. "It might be quite a costly thing to do", he said. "But literacy is vital for the nation. It is worth paying for."

Children would be expected to write a passage of connected English, he said. "The Schools Council and the National Foundation for Educational Research would have to look into it and set a standard."

The conference will also debate a resolution deploring the fact that the Government has "resorted to legislation to impose a complete comprehensive system" and will discuss setting up an inquiry into the effects of comprehensive schooling.

Little opposition is expected to a resolution from the London branch which proposes that the highest standards of excellence "in our educational tradition should be maintained" as the school system is reshaped. London members also want to drop the clause in the 1944 Education Act which prescribes a compulsory daily act of religious worship in secondary schools.

Signs of militancy are beginning to appear in the traditionally moderate association. On Thursday next week, delegates will debate a call for branches to use "every legitimate means" to prevent cuts in pupil-teacher ratios and to oppose any attempts to apply compulsory redundancies to achieve them. The Northern Ireland branch has gone a step further and asks for action, if necessary, against authorities which deliberately understaff schools.

The conference may well be the last for the association. There is only a year left for its rigid men only policy to be changed, and, if talks with the Association of Assistant Mistresses are fruitful, there could be a merger of the two bodies by the end of next year.

Mr Andrew Hutchings, AMA general secretary, said a merged association would be run on strictly equal lines. "We will try to produce an organization that is fair in every way to women and men", he said.

Stephen Cohen

John Tomlinson: not restricted.

High-powered dual role for new FE council

Further education this week got its own pocket version of the Schools Council when the Education Secretary, Mrs Shirley Williams, set up a body which will be responsible for developing the curriculum, and a good deal besides.

Like the Schools Council, the DES-sponsored Further Education Curriculum Review and Development Unit will have representatives of industry alongside the teacher unions, the education authorities and the department's own officials on its controlling body, a board of management.

There will be a permanent staff under a full time director, Mr Geoffrey Melling, an HMI who specializes in FE. But the unit will have only £65,000 to spend in its first year, compared with the School Council's £2.7m annual grant.

As well as carrying out specific projects and helping with curriculum experiments, the unit will review and evaluate existing curricula. It will not merely offer recommendations for improvement: the Education Secretary's remit is that the unit should identify "overlap, duplication, and deficiencies". This points the way to a powerful coordinating role.

Mr John Tomlinson, chief education officer of Cheshire, who has been named by Mrs Williams as the CDU's first part-time chairman, said he did not think the unit would arbitrarily restrict itself to the content of the curriculum. "I have never believed that it is realistic to separate what is taught from teaching methods and structure".

The unit, whose board would include representatives of the Confederation of British Industry, the Trades Union Congress, and the Government's Training Services Agency, was "a high powered concept unusual in this country".

It would be geared to carry out a full role—to establish what is communally wanted from FE and to help FE to provide it.

NUT turns down appeal by Little Ilford rebel

The first appeal against the National Union of Teachers' decision to suspend 30 of its members from the Little Ilford School, Newham, was turned down last week.

Miss Julia Gallager appealed to the union's executive on the grounds that the instruction to sign an undertaking to abide by the union's rules was unreasonable. She said she was suspended 24 hours after receiving a letter from Mr Fred Jarvis, the general secretary.

The union suspended the teachers after they had refused to sign a form saying either that they had not taken unofficial action and agreed not to do so or that they agreed to abide by an instruction to stop unofficial action immediately. The teachers had stopped work for an hour in support of a colleague who refused to strike in for a teacher absent on maternity leave.

Miss Gallager had not taken part in the stoppage nor had she voted for it or for an earlier decision to adopt a no-cover policy. "I kept out of it", she said last week.

She is now seeking advice from the National Council for Civil Liberties and the Advisory, Conciliation and Arbitration Service. She has also written to Mr Len Murray, general secretary of the TUC.

The union appears so have dropped its original demand that she should give a written undertaking. The letter informing her of the rejection of the appeal said she would remain suspended until she informed the union's regional official, either by letter or telephone, that she agrees to abide by the rules.

Pressure on DES to give more aid to Jewish schools

The Department of Education and Science may be taken before the European Commission of Human Rights in Strasbourg by a group of Jewish educationists if it does not grant their request for more state aid for Jewish schools.

The Yesodey Hatorah School, in North London, disclosed last week that a complaint against the DES had been lodged on its behalf with the Ombudsman by Mr David Weitzman, Labour MP for Hackney and Stoke Newington.

The group claims that state aid has so far been granted for only 20 per cent of Jewish children of primary school age compared with 80 per cent of Roman Catholic children. Jewish schools, it says, have repeatedly asked the DES to recognize the growing demand among Jewish parents to have their children educated in religious schools, but their requests for state aid have been turned down.

Ms Vivien Prais, solicitor for the Yesodey Hatorah School, said the group was not accusing the government of deliberately treating them unfairly.

A DES spokesman rejected any suggestion of discrimination. "The declining school population was a powerful economic reason for not creating more maintained places whether Roman Catholic, Jewish or any other denomination.

Staffing ratios getting better

Average pupil-teacher ratios for England and Wales improved in both primary and secondary schools between January 1975 and January 1976, according to figures released by the Department of Education and Science.

The figures were 24.2:1 and 17.2:1 for primary and secondary schools respectively in 1975 compared with 23.9:1 and 17.0:1 respectively in 1976. They confirm Government confidence of two years ago that the rate support grant settlement for 1975-76 should provide for an improvement in teacher-pupil ratios.

Despite the overall improvement, however, nearly 50 of the 104 local education authorities showed a deterioration in staffing standards from the previous year. Twenty of these, already below the national average, allowed their primary ratios to worsen. They include Croydon (1.0), Sutton (0.8) and Dudley (0.8).

Most favourable staffing standards were in the Isles of Scilly, where the primary ratio was 16.5:1 and the secondary 11.6:1. A long way after came Powys (19.1:1 and 15.8:1 respectively) and Surrey (21.5:1 and 15.9:1).

Student numbers top quarter-million

There were 250,565 full-time students at British universities, according to figures for the academic year 1974-75, released this week.

Of these 28,650 are following courses in engineering and technology, and 46,096 are studying social, administrative or business studies.

Full-time teaching and research staff in universities has risen from 18,375 in 1964-65 to 31,338 in 1974-75; 2.2 per cent are professors, 23.1 per cent readers and senior lecturers and 61.9 per cent lecturers and assistant lecturers.

Statistics of Education: 1974, vol 6: Universities, HMSO, £7.00.

New jobs for old planned

The Northern Ireland Department of Education is to start special six month courses in January for about 30 jobless teachers who wish to train in subjects like mathematics, music and handicrafts which have a shortage of qualified staff.

It has also invited unemployed teachers to apply for temporary posts between January and July. Up to 100 temporary jobs are likely to be sanctioned.

Explaining the new measures, Lord Melchett, Minister of State, said that since becoming responsible for education he had been concerned that trained teachers were unable to find employment when there were so many ways in which good use could be made of their skills.

"I want to provide special training in the shortage subjects to help them to find employment. It will give them the particular skills that schools are looking for. It will also be helpful to the schools in the longer term. What we are doing is aimed at a permanent strengthening of our educational system."

The new moves follow the angry reaction by teacher and student unions to the news that teacher unemployment is at record levels. According to the latest figures, there are 718 teachers without jobs, compared with only 318 two years ago. The Education and Library Boards—the largest employing bodies—backed the idea of emergency training courses at their annual conference in September.

The department also revealed last week the distribution of the 800 additional posts which it announced last spring. A total of 18,365 posts have been sanctioned this year, compared with 17,556 in 1975-76. Just over half the extra teachers (407) have gone to secondary intermediate schools and 107 to grammar schools. Primary schools have another 227 posts and nursery schools 11. The remainder are supply, special or peripatetic teachers.

The total of 18,365 teachers includes about 430 remedial teachers in primary schools, 400 in difficult areas, especially Belfast, 150 to avoid redundancies, 165 for home/school links and counselling, and about 200 for other purposes.

Careers conferences

Tory MP slams training 'nightmare'

A powerful national council for the training and education of young people, which could smooth out the "nightmare web" of uncoordinated schemes was recommended last week by Dr Kolvin Hampson, Conservative MP for Ripon.

Speaking at an Institute of Careers Officers conference at York last week, he said the new body should be powerful enough to galvanize both the Department of Education and the Manpower Services Commission into greater cooperation and activity. "At the moment we are spending enormous sums of money but it is spent haphazardly and the total is peanuts compared with the size of the problem. Yet at the same time education funds are being cut and there is hardly any incentive to draw young people into full-time further education courses that would be better for them personally and for their prospect of employment."

Criticising the job creation schemes as cosmetic, Dr Hampson suggested it could worsen young people's attitudes to permanent jobs. "They are not working too hard and they are being paid inflated rates at a time when jobs are extremely difficult to get. We really should recognize this, since the situation may be with us for a very long time if not for ever." He thought training people would be better employed in manufacturing rather than environmental "prettying" — in projects like soundproofing and energy conservation which would bring a genuine return on investment. The present methods were inflationary, he said. "They are not real jobs, so we are just pumping money into the economy."

Mr Michael Hanson of the Manpower Services Commission said that employment prospects for young people were likely to stay bleak for at least three or four years. In a sobering assessment of the trends, he suggested that even when the economy recovered, young people's difficulties would continue, their employment prospects hampered by protective employment legislation, by employers' attitudes, and by the expected increase in the number of school leavers.

"It is not wholly desirable that the response to this should be wholly centrally directed", he said. "The situation differs from area to area and we must think more in terms of local employment than of national employment. It is the job of the central body to win the resources and for local institutions to get on with it."

He admitted, however, that the Manpower Services Commission did need a direct link with the careers service. "At present this is a very convoluted and byzantine approach through the Department of Employment. I would welcome a much more regular mode of talking with the careers services."

Imagination and initiative can create more work

School leavers should be helped to avoid living during the economic recession when many will be unemployed for long periods, a seminar organized by the Careers Research and Advisory Centre recommended this week.

Mr Tony Watts, executive director of the National Institute for Careers Education and Counselling, said that schools needed to be much more imaginative. "Most careers officers even in areas of high unemployment avoid the subject and do not accept it as part of their responsibility. The nineteenth century concept of work was that it were best alloted in where they were needed and our attitudes are stuck in that groove".

The job creation scheme had been bureaucratic and allowed no opportunity for initiative on the part of young people, he said. "If the scheme were directly linked to activities where children could look at it to be done, this would be far more worthwhile."

Professor Donald Super, former director of CRAC, said he would be useful to find out what characteristics made someone successful in spite of the fact that he had been to have no opportunity. Dr John Davies, a member of the council, said careers guidance in schools was always about institutionalized areas of employment. But these were the areas where there were now few jobs. Careers guidance should be helping school leavers to change their attitude to the job they went about looking for. They should be asking themselves what sort of person am I, what sort of a job would suit me? Then they should go to the Yellow Pages and go round from door to door looking for work. There are plenty of jobs going but nobody advertises them through the usual channels because they would be flooded with applications."

An ironic footnote to the seminar is that careers officers themselves are finding it increasingly difficult to get employment. Forty-three out of just over 100 careers officers who finished postgraduate diploma courses in careers guidance in four polytechnics this month have still not found a job.

Ms Carrie Piggott, a lecturer on the careers guidance course at South Bank Polytechnic, said that this was the first year that all the students had not found employment by the end of the course. Nearly half of the students who have just completed one year diploma courses at South Bank, Trent, Napier and Birmingham polytechnics have still not found work this year. "The main reason why this is happening is that local education authorities are blocking vacancies. We know of a lot of jobs that have become vacant but they have been frozen solid."

Four of the 15 diploma courses in careers guidance, which were instituted three years ago after the 1973 Education and Training Act, finish in December. The rest end in July to allow a constant entry flow into the profession. Ms Piggott said that unless l.e.a.s relaxed their freeze on posts there were likely to be many hundreds of careers officers unemployed by the summer.

In brief

A level pass rates not down on last year, says board

In spite of press reports to the contrary, there were virtually no differences in the number of A level passes this year compared with last year, says the Manchester-based Joint Matriculation Examination Board.

In its annual report the board says only in two subjects did the differences over last year exceed 2 per cent. In economics there was an increase in the pass rate of 2.1 per cent and in art a decrease of 2.9 per cent.

Of the 12 subjects with the largest entry, half increased their pass rates by an average of 1.2 per cent and passes in the other half fell by an average of 1.6 per cent. The JMB says these figures refute press reports that A level results were being deliberately depressed to keep down the number of university entrants. It also refutes the idea that GCE boards had let their standards drift down over the years.

Girl scientists are brighter than boys

Girls who do science in the sixth form are brighter than boys but think they are less attractive than other girls, according to research from the University of Bradford and Leeds Polytechnic.

From 2,000 sixth formers in 20 North of England schools it was found that girls in the science sixth scored higher on IQ tests and had better O levels than other sixth formers. But these girls thought they were less feminine or popular than girls taking arts subjects. They had also shown interest and ability in mathematics at an earlier age than their male counterparts.

Like boys, though, a smaller proportion of girl scientists wanted to go into teaching (2 per cent) compared with girls not studying science (20 per cent).

Look at youth service

The first meeting of the Youth Service Forum last week decided to set up a working party to consider how the youth service could be restructured and how young people could influence it more.

The forum, under the chairmanship of Ms Margaret Jackson, Parliamentary Under-Secretary of Education, was set up this year to look at national policy and to encourage young people to take part in developing the kind of youth service they want.

6,000 Xmas cards for old

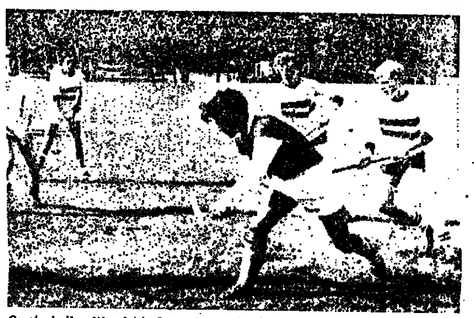
Mr Arthur Alcock, Mayor of Richmond upon Thames, has had 6,000 Christmas cards made by schoolchildren of the borough to send to the elderly and needy together with gifts in cash.

Stay of execution

The London borough of Croydon has decided not to go ahead with plans which could have meant closing 11 secondary schools.

After vigorous criticism from teachers and parents the education committee has been instructed to look at the problem again and this time consider the possibility of restructuring the secondary system in Croydon. At present some schools cover the 11-16 age range, while others are 11-14 from which pupils transfer to 14-18 schools.

Sport



On the ball at Woodside Secondary School, Glasgow.

Bid to boost shinty

The Camanachd Association is carrying out a survey of schools in central Scotland to see if any wish to take up shinty. It will give financial help to any which does.

Shinty, a robust ancestor of hockey akin to Irish hurling, is now confined to certain areas of the central and west Highlands, where it is played in school, juvenile, junior and senior levels. Glasgow, Aberdeen, Edinburgh and St Andrews Universities have shinty teams.

In recent years the Camanachd Association, the game's ruling body, has become more outward-looking, accepting, belatedly, the help available from the Scottish Sports Council, and establishing links with the hurling authorities in Ireland.

The hurling link, which existed sporadically since early in the century, was firmly revived a few years ago, largely through contacts at school level (between Oban High and The Blessed Oliver Plunkett, Dublin) and has led to "internationals" played to hybrid rules.

The Camanachd Association has accepted sponsorship from Glenmorangie Whisky. It will, it says, channel much of the money into school and juvenile shinty. Macdonald and Muir, Glenmorangie's parent company, was formed in 1893, the same year as the Camanachd Association.

Glenmorangie do not advertise and have been cautious about entering the sponsorship business. It feels that if money is to be channelled anywhere, it should be to activities which relate to Highland culture. A spokesman would not say how much it is giving to shinty, only that it is an "ongoing commitment."

Mr Donald Skinner, president of the Camanachd Association, said the money would free the association to back up new initiatives, such as establishing the game in schools which have not previously played it. The association would be able to assist school and juvenile teams in the purchase of sticks (camans) which cost between £6 and £12 and are breakable.

There is probably little either the association or Glenmorangie can do about the other main drawbacks to establishing shinty in new areas. It requires a pitch of 160 yards' length (minimum), and is widely regarded by many who know little about it as a wild, dangerous game.

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PERSONAL COLUMN

Gerry Fowler

Time to grab a shovel

There is a whiff of devolution in the air. Of late it has become quite pungent. There are of course those who behave as if the Augean Stables had a sweeter aroma. So far they have not produced their Hercules, capable of clearing the mess.

It seems unlikely that that role will be filled by Margaret Thatcher, who complains that although there had been a proper geographical distribution of the muck, the Government has piled it in heaps of a quite unacceptable conformation. Nor can a champion be found in Willie Hamilton, who detects the hand of the Liberals behind the Scots Bill. He believes that if it is to be tolerated at all, it should be laid over England too.

For doctors tending myself, the take whiskey of the Government's proposals is far from heady. The rise of the modern nation state (to mean subsuming more than one nation) was followed by the evolution of organs of local government. Since then the functions and activities of government have, like Topsy, just frowed. Nothing suggests that all of them are appropriate to discharge from Whitehall, or that many more could not profitably be undertaken by County Halls far above the district council office.

It is at least conceivable that roles can be performed at an intermediate level—the region in England, the nation in Scotland and Wales—with our loss of efficiency and perhaps with some gain, and certainly with already have regional government, or rather, several regional governments, witness the regional offices of Whitehall departments, the regional non-elected bodies like the health and water authorities, and the regional councils (largely local authority based) with specific functions, such as economic planning or the control of further education. Their boundaries of course differ; and none of them is directly answerable to the electorate.

Devolution is not then in essence anything to do with heading off separatism, though [illegible] may be the steam behind devolution, but that steam has dictated and concealed the best argument for it, which is as applicable to England as to its northern and western neighbours. It is upon this that educationists should concentrate. Were we ever to have elected regional assemblies in England, there might be profound changes in the government and control of public education.

Change in England is doubtless many years away in the meantime we shall learn little from what happens in Scotland. Not only will the Scottish Assembly, if it is ever established, have legislative powers, in which respect it is the English regions that are patterned, but the school, further education, and examination structure in Scotland differs from the English, and will in any event. Wales however would have wide executive powers, and control over much subordinate legislation—statutory instruments, regulations, and the like. It would allocate rate support grant to local authorities, and could thus change the formula, to take less or greater account of educational needs. While it could not alter the framework of education, bound as it would be by the Education Acts from 1944 up to the recent Act requiring comprehensive secondary education, it could, over the years substantially change what happens within that framework.

If we leave aside the Welsh language issue, I do not myself expect that Welsh education will diverge substantially from English education. The products of both systems are [illegible] and this likely to remain the same, as will university entrance requirements. Teachers must remain interchangeable across the border. There are therefore powerful pressures towards conformity.

It would not however be long before a Welsh Assembly was pressing for the abolition of the county tier of local government—perhaps even local education authorities. Indeed, the rumblings have already started. The argument is simple: there is simply not room for an assembly, and eight county and 37 district authorities in a country the size of Wales. Administrative waste is inevitable. Such pressures, but would ultimately have to accede to the assembly's wishes. What new distribution of educational power would then take place?

English educationists would do well to observe closely the development of this struggle for power. It may reveal to them their own future. If there were regional assemblies in England, we should hear exactly the same argument: there is one tier of government too many, and it is the counties which are the dispensable element.

It is in part, fear of the reaction of local authorities, and indeed of the general public, to the trauma of another local government reorganization that makes the Government's recent consultative document *Devolution: The English Dimension* so wet and windy.

This anti-devolutionary maelstrom Taylor Committee on the government and management of schools. It is likely to recommend that governors and local community teachers, and local community interests should have a considerable say in the day-to-day running of schools, and perhaps some limited control over the use of financial resources. How would this fit a region/district structure of government?

Can we envisage that in 15 or 20 years on, regional assemblies will control higher education, and the major all further education, as well as capital building programme, as well as employing inspectors and distributing rate support grant? That governors will exercise real power over the principalities and the management of [illegible] would schools? And that there between these two levels will be elected councils, responsible for drawing works and maintenance, for defining catchment areas and allocating children to schools, for organizing school attendances, providing general education and transport, giving general educational advice, coordinating adult and recreation, and a host of other functions?

Maybe. Some will scream: it means Part III authorities—it would take us back to 1902." But many are rarely at their most effective when their backs are in the wall. The battle for devolution is [illegible] Educationists should sit up [illegible] notice and make a rational [illegible] the debate.

This Week
in the THES

P K Elkin on the university novel

Middle class values in Soviet Literature

An appreciation of Benjamin Britten by David Martin

Judith Judd visits St Matthias College, Bristol

Tony Aldous on Oxford's new science library

Don's Diary from Poland

THE TIMES Higher Education SUPPLEMENT

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Following yonder stars . . .

TIM ALBERT logs the 99-day build-up to a school nativity play.

Pictures by Peter Boyce.

Day 1: September 6. The day before terms starts at the 201-pupil Fleet Primary School in North London. Miss Edith Kahn, magistrate, and head at Fleet for 14 years, has already had thoughts about the end-of-term play. "The tradition here has always been for the oldest children to perform. . . . Wouldn't it be lovely if we had a change. . . ?" Would it?

Day 18: The school staff meeting agrees that this year the infants will do the plays. Mrs Natalie Jones, New Zealander, grandmother, teacher for 20 years, is to become director, producer and impresario to 85 children aged between five and eight.

Day 37: Mrs Jones has chosen her play, and in today's staff meeting she explains it to her colleagues. It's based on a Spanish story, and tells of how the Bad Angels were banished by God, who then had to send his Son down to earth to save it from Satan's wicked ways. No [illegible] and plenty of speaking parts for roses and animals.

Day 64: The first planning meeting with staff colleagues Sally Wilson, Denise Brookes and Len Powell. Parents are asked for old sheets to be made into glittering costumes. But Mrs Jones is realistic about her task: "They are very young to concentrate for long. . . . They'll start staring into space or poking their neighbour. . . . But they'd be very disappointed if they weren't in it."

Day 71: Casting starts. Six-year-old Fergi Webster, son of a barrister and amateur actor, lands the prize part of the Wicked Angel. "It's better than being God," he says. "There's more to do." "I look for a good voice and confidence" says Mrs Jones. "And they must be able to remember their lines."

Day 77: Coaching starts. The flowers and stars and angels learn their dance routines. The speaking parts start to pull their tongues round words like Begone and Smite and Celestial Being.

Day 86: The second full run-through, and, unlike the first, is completed within an hour. It is not too bad, though there are some incidents. Eve prefers

mark right down her robe, and Mrs Jones—good teacher though she is—starts to hit a Joyce Grenfell sort of quiet hysteria: "Sarah, I think it would be a good idea if you looked after *yourself*, don't you?" "Who's *wriggling*, Susan". "My darling Camille, you don't look like a star".

Day 98: A bad day. It is the dress rehearsal, in front of an ILEA adviser and the rest of the school. Fergi is back, but flu has taken its toll. He cannot remember any of his lines and afterwards is nearly in tears. "It doesn't matter", says Mrs Jones. Nobody really believes her.

Day 99: And the night of the first performance. There are casualties. One child is ill, three others inexplicably do not turn up, and a fifth arrives an hour late. ("I was watching television then I came", he says nonchalantly.) The mum who has volunteered to play the piano is ill and sends her daughter instead. But Fergi is better: his father says he

Joseph to Adam, the trees miss their cue, the good angel who alone has insisted on wearing her costume trips on it and bursts into tears. The moon starts to handle the Almighty and is sent off. A little fracas breaks out among the shepherds.

Day 88: Mrs Jones cancels rehearsal. "It was disastrous", she says.

Day 91: Most of the costumes and props are ready, and Mrs Jones has to polish up the weaker sections. The flowers practice being blown by the wind, and the shepherds try to speak to be heard. They fail: "Pretend mummy and daddy are sitting way over here", coaxes Mrs Jones. Flu has started: God was away three days last week and now Fergi has gone down.

Day 94: "Yes it will itch dear but you'll just have to put up with it". Thus Miss Brookes deals with a flower complaining about her petal hat. This is the first run-through with costumes, and our photographer is there. Joseph looks like a property developer and the shepherds like Al Fatah guerrillas. Fergi and six others are still away with flu. In the first few minutes

was up at six in the morning practising his lines.

The play is a great success. Fergi is on top form again, the flowers twinkle beautifully, and the angels get themselves blown about with considerable style. The mums and dads are audible. The mum who was nonchalant is proud, and Miss Brookes confesses to a tear in the teachers' eye. "All right", says Mrs Jones. "And all is set for the second performance tonight."

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Working out the right jobs

Career education is one of America's few school "growth areas". Michael Binyon reports from Washington.

One of the fastest growing innovations in American schools—career education—is suddenly running into a barrage of criticism. It is being denounced as a "fad", a "hollow reform" and a perversion of the purpose of school by teachers, researchers and trade unions. Its *momentum*, however, shows no sign of slackening. The government has voted millions of dollars for its development, it has been praised in Congress, and President-Elect Jimmy Carter is thought to favour its development.

Career education is an attempt to relate school more closely to the world of work by giving marketable skills to pupils who do not move on to higher education. It aims to correct the failures and broaden the scope of vocational education, and to show pupils the relevance of everything they learn to a future job.

It began in America in 1971, promoted almost single-handedly by Sidney Marland, then Commissioner of Education. It was vigorously espoused by the Nixon administration, and is officially regarded now as more important than ever in the light of high unemployment, especially among teenagers, 19 per cent of whom are out of work.

Money for the programme was quickly found. The initial grant of $9m in 1971 rose to $61m in 1974. This summer Congress considered—though did not authorize—a proposal to give states $235m to develop programmes over the next five years. Almost every state now has a career education coordinator, and almost a third of America's 16,000 school districts have introduced career education into the curriculum.

In September a five-year contract worth $1,150,000m was awarded to Ohio State University to run a clearing-house for career education. In anticipation of an expanded effort, 6,000 teachers, businessmen and union leaders met in November to discuss future changes in career education.

What exactly career education is, however, is still unclear, as its proponents have not yet agreed on a single definition that covers all the experimental and pilot projects now under way. The approach seems to be midway between general academic studies and vocational education, which provides training for a specific job. Much of career education is incorporated into standard syllabuses, starting with kindergarten.

Some of the current main projects include: thousands of workers going into schools explaining what they do and how students can get into their fields; employers feeding schools up-to-date information on job opportunities and qualifications to help young people prepare for careers; and schools and colleges sending thousands of pupils to work part-time in offices, shops, garages and community agencies as paid employees or volunteers.

Some of the projects are designed to use pupils' own interests as a "bait". Young children fond of animals, for example, are being taught about retailing, in addition to zoology, by taking field trips to pet shops. Children fascinated by machines are visited by a motorcycle mechanic who explains how he had to spend $400 for an accountant to straighten out his books because he did not learn enough mathematics at schools.

Other programmes emphasize jobs in the neighbourhood. A Nevada educational-television station, for example, has produced 44 films exploring careers such as mining engineering for use in science and mathematics classes in that mineral-rich state.

Actual participation in real jobs is emphasized in some programmes. In Iowa older pupils choose working people with whom they team up for six hours a week. During this apprenticeship they collect data for a statewide survey of industry by the Iowa Chamber of Commerce. Grades are based on papers pupils write summarizing what they have learnt.

Other places are simulating working conditions for pupils. Classes practise economics and arithmetic by operating miniature stores and banks in school. These projects are helped by wholesalers and bankers. One produced enough profit to sponsor a foreign exchange student, and even after that there was $200 left for the pupils who ran the project to share.

The big objection to the concept is that career education may be used by business to subordinate the real interests of children and the basic purposes of education to the needs and profits of the marketplace.

Career education is also said to sort out children and push them into career paths too early. Educational and social divisions will be reinforced because children from professional families will tend to be encouraged to go to college, while those from working-class families will be subtly persuaded to lower their sights and expectations.

A strong attack in the *Harvard Educational Review* last year said the claims for career education were false.

"Despite its assertions to the contrary it is primarily a renewal and expansion of vocational education, a movement that has previously proven itself ineffective in reducing the gap between rich and poor, in enhancing school learning, in solving social and economic problems, and in improving the status of physical work."

Given the negative aspect of most jobs, the introduction of "real work" in schools might have just the opposite effect from that intended, said the *Review*.

Second, career education gave students false hopes of greater job mobility. Work nowadays was fragmented and "career ladders" were short; most mobility was horizontal to different jobs requiring about the same level of skill and responsibility.

This indictment is endorsed by one of the two main teachers' unions, the American Federation of Teachers. The union is worried that career education programmes are watering down the basic curriculum. And trade unions are strongly opposed to any programmes that might circumvent minimum-wage and child-labour laws, or displace adult workers with cheap labour.

Guidance counsellors recently attached to schools are not giving much help in career selection, a survey by the National Assessment of Education Progress also found. Only 35 per cent of the 17-year-olds said they had discussed future plans with a counsellor, and only 40 per cent said they had taken any test of job-related aptitudes.

Advocates of more career education see this as proving the need. But the advocates' halcyon days are over. Congress decided not to vote any major increase in career education funds this summer until further studies had been made. Meanwhile the opposition continues to grow more articulate.

Career education schemes often send young people to factories.

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We have used cartoon professors, inquisitive cats and irreverent mice, pigs with wings, stamp collecting, cloud watching and dinosaurs (among other things) to create an immediate interest, and soberly, but not solemnly, to lay the foundations for scientific thinking.

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LETTERS

Hitting the right note with modern music

Sir,—Geoffrey Brace has a deservedly high reputation for his own work in music education. It is, therefore, sad and surprising (November 26) to find him delivering an ill-informed attack on serious attempts to improve the position of music in the school curriculum.

Regrettably it is Mr Brace who is guilty of making assumptions and jumping to conclusions. Often his judgments appear to be made upon hearsay and his examination of printed "evidence" seems to have been equally superficial. As, for example, in his opening paragraph where he suggests that the content of *Sound and Silence* continues a line of thought begun in George Self's *New Sound in Class*.

Mr Brace must surely know, as well as anyone else, that publication dates tell us little. In point of fact *Sound and Silence* was written in 1967-68 and records work with children and students going back several years before the book's conception. There is no direct link with George Self's work beyond a shared interest in some twentieth-century music.

If Geoffrey Brace would open *Sound and Silence* he would find plentiful reference to composers and music of earlier periods—Bach, Berlioz, Couperin, Gabrieli, Grieg, Liszt, Monteverdi, Pergolesi, Ravenscroft, Rebikov, Tallis, Tchaikovsky, Wagner, and of course, folk and traditional music. Well over one third of the book is concerned with the teaching of "traditional" harmony. Yet it is by reference to this book that Mr Brace seeks to demonstrate that some of us who have been striving to improve the educational status of music within the curriculum have done so with an undue bias towards twentieth-century music.

Of course, the music of our own time should be important to us. But we should be foolish indeed to suppose that that must inevitably mean total rejection of everything from the past. Mr Brace's article seems to suggest that some sort of conspiracy is afoot and that certain publishers are also involved. *Universal Edition* receives particular mention. Yet one has only to open the latest educational music catalogue of *Universal Edition* to find there a thoroughly well-balanced offering of both old and new.

Perhaps Mr Brace's biggest and most unfortunate assumption is that the Schools Council project, "Music in the Secondary School Curriculum", is committed to promoting specific lesson content based upon what Mr Brace assumes (erroneously) to be the standpoint of certain publications. He is mistaken. The project is committed to a wide view of music and musical activity—as Mr Brace could discover for himself if he would care to visit us in York.

Twentieth-century music plays an important role in classroom activities in many schools; but so does a lot of other music and the project would be the first to acknowledge this fact. Geoffrey Brace has had no direct contact with the project; he has no first-hand knowledge of the unpublished information we have collected, or of our plans for 1977-78 and subsequent publication. Instead, he prefers to base his article on hearsay; and in the circumstances his judgments are premature, to say the least.

Contrary to the impression given by Mr Brace's article, this project is not seeking to impose a content for music education upon schools. Our prime concern is to discover an appropriate educational role for music in the curriculum and our work so far has been entirely of a "distributory" nature. That is to say, we have, with the willing assistance of many local education authorities, made contact with schools where the class teaching of music is manifestly designed to engage the imagination and interest of the majority of pupils rather than the musically gifted minority.

The work we have observed and recorded (and in some instances, but by no means all, have disseminated for discussion among teachers immediately associated with the project) has in many cases been going on for some years. It is not something that the project has invented and forced upon schools against their better judgment. Indeed it should be said that the teachers, pupils and schools are the project every bit as much as the York-based "team".

Of course the project has a "point of view", but it is essentially an educational one which, if properly understood, should be applicable to a wide variety of curriculum content. All of this will, I hope, be made clear in the project's final publications.

J. F. PAYNTER,
Director,
Schools Council project,
"Music in the Secondary School Curriculum".

Sounds of fury

Sir,—I was also present at the music therapy conference that Robin Maconie attended; recently, and I find his journalistic and patronizing comments offensive in the extreme. Not to mention his patent refusal to recognize that music therapy really sets out to do.

Basically he seems to be saying that music is too marvellous a phenomenon for it to be used as a means to an end: the end being to restore some identity to people who have lost it, or to open unused channels of communication. I do not recall anyone claiming that the aim was to develop musical potential in anybody. By taking non-existent claims to music therapy it is easy for Mr Maconie to talk himself into such a defensive position. What is he so afraid of?

He recognizes the evidential musical qualities of patients' music on the tapes, but goes on to imply that the non-musically involved was much more important than possibly helping a small number of rather miserable people to live more happily or cope more easily than they are doing. This is an idealistic philosophy showing itself in a very cynical humanistic light.

Running through his article there is an obvious determination to belittle the ability and intelligence of everyone except professional composers (I wonder why?), which borders on the point of boorishness. If he is merely saying: "This thing is so good in conception it deserves to be done a great deal better than this", which I am sure most people would accept—then no sneer is necessary. But I feel this was not his aim.

The music therapy movement is not anti-music, Mr Maconie. It is primarily pro-people. Perhaps this is why he chose not to comment on the shattering progress with autistic children made by Juliette Alvin or on the disheartening barrage of resentment from the "frustrated competent amateurs" who formed the bulk of the audience, whom he says he saw as the defensive overprofessionalism of qualified therapists.

Next time Mr Maconie reviews such an event, could the *TES* send along somebody relatively objective and open-minded as well?

CHRISTOPHER DEAN.
13 Sabrina Road,
Bridgnorth, Salop.

Early start for sex equality

Sir,—Your article "MPs appalled by sexism in science" (December 3) makes two important points. First, that in single-sex schools there appears to be no decrease in the number of girls taking the sciences. Second, that there is a notable decrease in the number of girls taking the sciences in mixed schools.

The suggestion put forward "that girls might be intimidated by seeing the superior skills of boys in science" is obviously important, but I feel the problem goes much deeper than this.

Earlier this year I was engaged in a personal study of mechanical reasoning in 13 and 14-year-olds in a mixed, comprehensive school. I found it difficult to get much information on the subject or, indeed, any relevant research projects. I needed a simple pre-test, post-test design with a term's course on mechanics sandwiched in between.

The results were as expected. The boys still came out better than the girls, but the girls scores showed a greater improvement in mechanical reasoning ability. The results indicate a lack of experience in mechanics by girls rather than any innate failings.

These results are important because the study was in an area, mechanics, where boys are much more likely to have gained experience in a non-school environment. It is quite possible that the same conclusions could apply in other important areas of physical science, such as electricity.

However much we argue over the innate or environmental influences on the two sexes, we cannot escape the fact that we are expecting girls to study and succeed academically in an area which is essentially male. The idea of making sure girls study maths or have equal chances of taking physics or male-dominated subjects like metalwork and woodwork is not enough.

We must involve girls in mechanically, logically and spatially oriented problems right from the early years. This, however, must involve the primary schools in a movement away from an interpretation of science as "nature study" and perhaps points towards the development of a teaching scheme based on these same problems. I, for one, would be delighted to work on such a project.

JANET DAWE,
15 Jubilee Drive,
Glenfield, Leicestor.

Norms make nonsense of exams

Sir,—I am not a language teacher but should like to add my comments to those of Mary Munro Hill and S. D. Collier on the relative difficulty of passing O level German, as compared with French.

The crux of the matter is that O level examinations are norm referenced measures and as such are influenced by the quality of the population entered for the examination. It is common practice in schools for only those pupils who have demonstrated some ability in French, to take up German as a second foreign language. Consequently the linguistic ability of the population entered for German is higher. As a result of this and the norm referenced criterion applied, it is more difficult to pass O level German than O level French.

D. EDGERLEY,
5 Shaftesbury Place,
Chorley,
Lancs.

How to promote top brass

Sir,—Allow me to correct any wrong impression given by Michael Pollard in "Oh, Listen to the Band" (December 3).

The National School Brass Band Association has never organized a brass band contest, and is never likely to do so. The aims of the association are purely educational. It seeks, and believes it has helped to raise the standards of teaching and playing in school brass bands. Considerable effort has been put into the task of persuading composers to write music suitable for school and youth brass bands, and [illegible] to produce it.

[illegible] works such as Malcolm Arnold's "Song of Freedom" for school choir and brass band—an innovation at the time—as the result of its own efforts. The association has also been helped by the Arts Council to achieve this aspect of its aims. A competition sponsored by Dyfarron Radio produced a large number of new works, three of which have been published, and others may be published.

The influence of the NSBBA has undoubtedly been a potent factor in helping bands to achieve those high standards of musicianship Mr Pollard has noticed. They can be achieved without contesting, although some schools bands, as he says, do enter them. Indeed many members of my association have won contests at a national level.

Yet, Mr Pollard ought to be aware of the controversy easily aroused between those who achieve good results without contesting and those who feel their high standards are the result of contesting. Our members decide this for themselves.

We organize two festivals each year on a national basis, and a number to provide for local needs. These are events which provide an opportunity for school bands to play together and separately merely for the pleasure derived from the experience. They are not competitive occasions. Considerable satisfaction has been given to those who have been able during the 25-year history of the NSBBA to witness the improvement in technique and repertoire. Perhaps these two things should have been named in reverse order.

The National School Brass Band Association has been part of a vanguard which has helped to change the whole face of what was known as "the brass band movement". Whether young or old, we are grateful that we have achieved the status of musicians.

E. CHARLES SWEBY,
Hon Secretary,
National School Brass Band Association.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Making the grade

Sir,—Gwen Roderick (December 3) asks who was responsible for the new gradings of the O level exams. I would guess it was the GCE examining boards who, at the time, began the merger of CSE and O level with the resulting reduction of examining board staff and time they were trying to show that they examined the bulk of the ability range tested at by the new exam system.

In this school we have always been flexible about who shall proceed to A level. We have considered the old Grade 5s (now Grade C) and all those with higher grades as well as those with considerable ability and have had considerable success without many "tears and frustration, heartaches, etc."

It was quite criminal to draw a line between the old Grade 5 and the especially designed O level papers once and for all after there being little course. There is only one subject between the lowest Grade 3 pass and the lowest Grade 4. If Gwen Roderick can tell the difference between these grades, she is a better man than I am!

R. Edwards,
Headmaster,
Horley County Secondary School (Comprehensive), Surrey.

Sir,—If I were Mrs Roderick and I could not get my O level English A level (Letters December 3) I would not let it rest. I would take a long look at the syllabus of my examining board and compare some others with it. Then I would take another long look at my teaching methods. And when I had done that I would [illegible] a good book on soothsaying and prophecies.

GEOFFREY LARDNER,
31 Knotsell Lane,
Oldbury, Warley,
West Midlands.

9

The Lecturer's Confession

Edward Blishen

I remember, it was some barely credible year like 1929,
Old Mrs Brown, only I suppose she wasn't as old as I thought—
At that time I believed anyone discernibly over twenty was preparing for the dark—
I remember how she read to us, always at the day's end:
The marvellous day's end, with Arithmetic behind us,
Transcription behind us—truly, in those days we did something called Transcription.
And I have an old exercise book in which I've solemnly printed the word
At the top of pages that were clearly copyings from the board—
Fancy letting us into the secret that Transcription was the word for that!—
Well, with those behind us, and Spelling too, and what we called History,
Of which I mostly remember: *Battle of Barnet, 1471* . . .
The school was in Barnet, you see,
And we had the good luck to have this bit of history on the doorstep,
Which made the whole business slightly easier to believe in—
Though I confess it was years before I really believed it had taken place—
For a long time, for me, History was a story they'd hurriedly thought up to fill the gap before I arrived, in 1920—
Anyway, at the marvellous day's end, when the gas was lit, and
Between me and mum and tea there was only the squabbling peril of the journey home,
Then it was that Mrs Brown read to us: *Black Beauty*, I remember.
Without the slightest intention of disrespect, I must say I thought Mrs Brown *was* Black Beauty . . .
Nothing terribly wrong about equating a teacher much-loved with a horse of such sensitivity . . .

Even now, as I think of it, the story gathers around me, I am inside it, I cannot tell myself apart from the story,
And that's how it is when we read with warmth, to children:
As dear Mrs Brown did, in her round, clear, comforting voice . . .

I remember seeing the words, as she read them, going together,
Coming together, making sentences, paragraphs, chapters.
I think Mrs Brown believed she taught us about sentences and paragraphs
At that other, less marvellous end of the day, when she waxed so solemn
About commas, full stops, and i before e, except after c,
And all those circular statements about the adjective,
Which described . . . because it described . . . because it described . . .
Which was all due to its being . . . a describing word.

She also read us *Jackanapes*, by Mrs Ewing,
After I'd got over the surprise of a writer being called Mrs,
Which, after all, made her just like my mum
And Mrs Brown, who'd never written a book in their lives—
I think I believed a teacher who wrote a book might have got into trouble for it—
It wasn't what she was there for—
Well, as I say,
After I'd got over that, I enjoyed so very much the strange Victorian
Air of the story, the little boy on his horse . . .
My goodness, we were reared on the horse, if you see what I mean.
But then, we actually had horses all round us in those days.

One of my earliest memories—the milkman telling my mum
"Your little boy's scared of my horse." He was right.
I was worried by the way it would explode through its nostrils,
Make its entire and quite remarkably long body quiver,
And sometimes urinate with shameless vehemence.

But oh, all that reading: all that being read to.
I sometimes say the task of the teacher seems
Enormously simple. All that he has to do
(And by 'he' I mean 'she'—I suppose we *shall* solve that problem)
Is to share his feeling for books.
And reading aloud
Is one of the best of methods, and only requires
That one learn to read aloud well.
Oh, I remember
Discovering *that* when I went to teach in London,
In a battered corner of London, where few of my boys
Knew what a sentence was, or a paragraph,
I tried to make them easier about spelling by telling them that
Keats
Couldn't spell: but it didn't help. They just didn't know
Who Keats was. Most of them would have said
They didn't know what Keats were . . .

We had a Head then, nice man, who regrettably held
That reading aloud was the softest of options for class and teacher.
You could read aloud on the very last day of term, but only
Then if the class had been almost unimaginably saintly.
A wandering head: he used to come and look
Through the glass panels in the classroom doors: would go away quite happy
If he saw what he wanted: boys glumly agog, or scribbling,
Teacher eloquent, or writing on the board,
Or peering over shoulders as *they* wrote . . .

It was there that I learned to read aloud without seeming to do so.
Thank you, old difficult sir.

It's really all that I know about reading and children.
It all depends on someone warmly reading,
Which in itself gives rise, quite naturally, to warm listening.

I had an Irish teacher once who threw a book in my lap
On his way to the platform for morning assembly.
"Ssssh!" he said. "Keep it quiet!" It was *Tives of the D'Urbervilles*,
And forty years too late to hush *that* up!
But what an agreeable sense of conspiracy!
He, and the boys he lent books to, against the world!
(And against the Head, who believed the English literary
Innings had ended with Kipling:
Nobody since had gone to the crease in whites:
D. H. Lawrence in his cloth cap, and Aldous Huxley
Who didn't even know how to hold the bat . . .)

It's really all I know about reading and children.
That warm sharing.
And sense, perhaps, of conspiracy . . .

Sometimes I'm asked to talk about the young and their reading.
And golly, I amaze myself,
Stretching these few simple thoughts over as many as a couple of most solemn hours!

Where did the snowman go?

by Robin Chambers

Yes, it was still there.

"Thank goodness", said Anna. "I thought we might have missed it."

"You don't get rid of a thing that size in five minutes", said Toby.

The most enormous snowman anybody had ever seen still towered up out of the first-year playground. Hundreds of tons of snow must have gone into the making of it. It stood head and shoulders above the main hall, and that was three storeys off the ground.

The two children walked slowly round it, staring up towards the gigantic head. Their feet sank into the deep snow which covered the ground all around. The light shining from many windows in the school cast weird shadows round the square.

"How could anybody have built anything that huge?" Toby asked. Children had been asking that question all day in school.

"You heard what the headmaster said over the Tannoy", Anna replied. "Nobody knows how it got here."

Toby scooped some snow up and shaped it into a ball.

"Why aren't the teachers guarding it any more?" he asked. He flung the snowball as hard as he could at the giant head. The head alone was as big as a bathroom.

"No need now", said Anna. "Everybody's gone home."

It was five o'clock and already dark.

"My dad says something funny is happening to our weather", said Toby. He could feel his toes squelching inside his wellies. "For the last few years it's been getting drier and warmer. Right? Now it's the coldest, snowiest November for hundreds of years. What'll be next Lord knows. That's what he says."

"What time do you think the fire brigade will arrive?" Anna asked. "Will they try melting it with a water jet?"

Just then all the lights in the school dimmed. Quite suddenly. A cold light shone down on them from somewhere high up, outlining the giant snowman and themselves in a pool of blue brightness.

"Where's that blue light coming from?" Toby wondered. "Look how it's shining down in straight lines."

"It's a sort of pyramid of light", Anna replied. "And we're inside it."

"Oh!" cried Toby suddenly. He flung out his arms and pointed towards the roof of the main school building. "Look at the school! It's . . . MELTING!"

The two children stood stock still and stared in astonishment. The school was melting away before their eyes. Dissolving and dripping down to the ground. As if it had turned to water. In 10 seconds it had melted away altogether.

All that then could see now were the blue walls of the pyramid all around them.

The headmaster was still sitting in his office. He looked at his watch. 5.05 pm. What had happened to the wretched fire brigade? They had said five o'clock. He'd never get home at this rate. As if he didn't have enough to worry about, without giant snowmen cluttering the playground. It was a wonder the *Evening Standard* hadn't been round asking how many O levels it had got.

The loud clanging of a fire-bell in the road outside the school brought him to his feet.

"At last!" he muttered, and hurried to [illegible]

[illegible] hurrying out to the street outside.

"Good evening sir . . . one of them said.

"Where this abominable snowman thing is."

"Just here", said the headmaster, turning towards the quadrangle. "I'm afraid you'll have a . . ."

His voice trailed off into silence. The two firemen looked puzzled.

"Fifteen metres high, I think, you said sir?" one asked. The other knee them gazed at the empty playground.

"It was there, gentlemen!" said the headmaster. "I assure you. And I have at least a thousand witnesses. So where on earth has it gone?"

They walked into the school building. It was the same covered ground.

"Wait a minute, sir!" one of the firemen said suddenly. He pointed to some footprints in the snow on the far side of the playground. "Is that what you mean?"

To the middle of the snow was a huge, undisturbed. All round the edge were the marks of people moving. But on the

Illustration by Pierre Le-Tan

far side two single sets of footprints stood out among the others.

They stood out because they were gigantic. Enormous. They were the sort of prints that would have been made if two giants had stood—not walked, just stood—in the first year playground.

Toby and Anna stood and looked at one another. There didn't seem to be anything else to do for the moment. Inside the blue pyramid of light there was no sensation at all. No movement, no view out, no sound coming in.

The pyramid now came to a point just above their heads. They could have touched the opposite slopes of it if they'd stretched out their hands.

"Hey!" said Toby. "Where did the snowman go?"

They looked up, but they couldn't see anything outside the pyramid. It was Anna who spotted it.

"Look down!" she cried.

There was the snowman. Or at least a snowman. It looked like a tiny replica of the same one. . . It stood not quite as tall as the tops of their wellies.

"What happened to him?" Toby asked. [illegible] and smaller. Its walls were pressing against them now, forcing them to crouch down in the middle of it. They were having to bend lower and lower.

Then the blue light dimmed to an ordinary brightness, and the two children found themselves stooping low in what seemed to be a long, well-lit, low-ceilinged cupboard. The walls were plain and white, and glowed, gently.

A high-pitched metallic voice spoke suddenly out of the air around their heads:

"Complete front brass . . . last quarter [illegible] compared to human children 8.2 times life size. Optic . . . England. Automatic translator adjusted. Amplifier . . . and loud speakers adjusted. Speak . . . now."

The children looked at one another. They couldn't both be in the same dream. Could they? Another voice began to speak. Not the metallic voice. This time it was a child's voice. Clear and [illegible]

[illegible] on my . . . machinery. You may tread on . . . me."

They looked down. There was the snowman, sagging and melting away in the heat of the room. All around the walls near the ground were banks of what looked like toy machinery. Lights were flashing on and off in dozens of tiny panels. Hundreds of minute switches, dials and buttons were spread over control panels running the whole length of the room.

Sitting on a stool beside the panels was a miniature girl. She looked—as far as the children could tell—about twenty centimetres tall. Her hands rested on two separate dials. She was speaking into something that looked like a needle sticking out from a panel near her head.

Anna knelt down carefully. She bent her head towards the tiny girl.

"What happened?" she asked softly.

The little girl glanced up at her and spoke into the microphone.

"School project number 873 . . . unsuccessful. My experiment . . . failed."

"What experiment?" Toby asked. He knelt down beside Anna. The wet patch of melted snowman soaked into the knee of his trousers.

"Experiment in movement of objects by remote control. I have failed for the second time. My career prospects are therefore . . .

"Please", said Anna. "We want to know where we are and how we got here."

The tiny girl's fingers flicked over dials and switches.

"You are in my school . . . laboratory. I am trying to recover the snowman which vanished during experiment number 873. When it reappeared you appeared with it. Snowman's size unaltered. Your size 8.2 times normal."

Toby and Anna looked at one another. They didn't feel 8.2 times normal. They felt just like somebody would feel, sitting in a large [illegible] overlooking a tiny living doll.

"Just a minute", said Toby. He was doing his best to understand. "What do you mean your career prospects are nil?"

"Our country needs . . . more scientists." The tiny voice replied. "All schooling geared to that end. I must pass examinations in . . . mathematics, computer sciences, quantum mechanics, nuclear physics, mechanical engineering, meteorological sciences, chemical engineering . . ."

"Don't you do anything but science at school?" Anna interrupted. "What about social studies and art and English . . ."

"Illogical", the tiny girl's voice [illegible] in again. "Our country needs more . . . scientists. All schooling geared . . . to that end. Successful career in industry or [illegible] for . . ."

"All right!" Toby broke in impatiently. "Let's talk about your experiment. You said 'failed for the second time'. What do you mean?"

The two giant children concentrated hard to make sure they didn't miss a word of this minute, scientifically minded [illegible] was saying to them.

"Unforeseen complications began in [illegible] school project number 872. Experiment to create meteorological conditions favourable for maximum yield of farm produce."

"Hold on", said Toby. He was good with words. "You mean you were trying to control the weather so that crops would grow better, and something went wrong?".

"Correct", said the child's voice from the air above their heads. "The computer was programmed to control chemicals in the atmosphere. Purpose: to create protracted spells of sunshine. Experiment . . . unsuccessful. Weather pattern unaltered."

"*Your* weather might have been unaltered, but *ours* wasn't!" said Anna. She was excitedly to Toby.

"Your dad was right Toby, don't you see? I think her weather experiments somehow locked into our time. Her weather might have changed but ours certainly did."

The lonely little figure, hunched over her control panel, continued her story:

"I attempted to correct failure by [illegible] alteration of the chemical balance. Result protracted snowstorms. Experiment [illegible] unsuccessful. I was instructed to [illegible] with project number 873. The snow [illegible] successfully dematerialized but failed to appear in designated areas. Examination failed for the second time. Career prospects therefore . . . nil."

"No they're not", said Anna. "Don't you see? Somehow your calculations locked the results of your experiments into our time. We've just had the longest spells of [illegible] weather in recorded history. And your snowman materialized in our school playground. Except that it was 8.2 times bigger."

"That's right", said Toby, [illegible] excitedly. "You've discovered how to make things move through time rather than space. And you've discovered how to make things grow to 8.2 times their normal size."

There was a short silence. When the little girl spoke again she sounded almost cheerful. Her hands flew over the dials:

"Adjustment in calculation . . . [illegible] Permission to proceed with experiment number 874: to increase rate of growth yield of farm produce by 820 per cent."

"Proceed", said the high-pitched metallic voice.

The light of the laboratory walls dimmed suddenly. The cold blue light shone down from somewhere just above their heads. Once again they were inside the pyramid.

The laboratory melted away. The cold blue walls of the pyramid became opaque [illegible] seemed much bigger than before. And it was about the size of their playground.

Then the blue light began to fade. The walls of the pyramid became transparent, and finally disappeared altogether. Anna looked down from their school [illegible] across the playground.

"Well, we're back", said Toby. It was a fairly obvious thing to say, but there you are. They were kneeling in the middle of a square. The two single sets of giant [illegible] prints still stood out clearly among the ordinary, everyday tracks.

They trudged off in the direction of [illegible]

"We've got science tomorrow", said Anna. "I'd like to be a scientist."

"We could try telling our science teacher what happened tonight", said Toby. "I don't think she'd believe us. Probably [illegible] us it was a science lesson on the [illegible] lesson, and to keep our minds on the [illegible]

"Well at least we can write [illegible] good for our English homework", Anna replied. "You need a good imagination to [illegible] really good scientist", said Toby.

Robin Chambers is deputy head of Kymaston School, London. His stories "The Warrior" and "Other Stories" were published recently by Kestrel.

Chaos out of order

Jüri Gabriel looks at the background to punk rock

"The new wave is our music, it's music for us kids who have nothing else to live for, that's why it's so desperate, it's tense and exciting. Call it "punk" if you like, but the music *means* something to us.

We're criticized by old hippies, 'cos we don't *like* Led Zeppelin. Yes and groups like that 'cos *they can* play and [we] aren't technical, well we hate them, we've got to it's necessary, only by holding that attitude can we ever create anything fresh and different. Why we'd just imitate those old bands if we worshipped them. By holding that attitude we are trying to sever all the rotten links—the standards about how music should sound.

Punk music reflects the mood of the times —it's about kids standing up for themselves and not being fobbed off with any old guff. Kids are finding their *own* identity, they are beginning to think and question society themselves through their music, instead of just saying nothing and living empty, boring lives, working their fingers to the bone with nothing to look forward to beyond a fleeting pension scheme. Punk music is changing their whole lives."

Steve Mick, December 7, 1976.

Whatever else one may feel about this statement, one must admire the courage of its author who wrote it off the cuff at the beginning of what, considering I was representing an organ of the "establishment", could easily have turned out to be a hostile interview.

Also one must recognize that whereas to most of us pop—or, I suspect, any other kind of music—is a peripheral pleasure, a background rather than a focus, for many kids it is their principal mode of self-expression, whether directly as creators or indirectly as involved fans. As Steve Mick says—and I hope he will not become disillusioned—"music is the honest side of life".

With the above caveat firmly in mind, let us look at punk rock or new wave rock in its two aspects: as music and as social phenomenon. To deal with the musical aspect first, the sound is loud, precise, rhythmically tight, and above all, vital. Not surprisingly it has more in common with ex-pub bands like Dr Feelgood than with slicker rock or, in my opinion, the Ramones, an American group, who are noticeably slicker and musically more sophisticated. Each number comes at you in a three-minute burst of concerted manic energy and solid power. But it's more than just a sound; it's a live stage act. Exciting because each time there is an audience to be worked to be won over and to be held. Lacking this dynamic tension, even live recordings generally serve as little more than reminders of the original event.

Another problem for the record companies to chew over is that few people are certain how to dance to punk music. "Pogoing", one of the current "dances" which, as the name suggests, involves trying to hit your head on the ceiling like some deranged broomstick, not only does not provide the answer but could be an average tower-block a touch of the Seven Points.

The lyrics of the numbers, like the names of the groups, make extensive use of puns (e.g. enemy/NME=New Musical Express in the Sex Pistols' "Anarchy in the UK"). They are appropriate to the style of the music and usually reflect their times (what doesn't). The actual statements for me they carry as much philosophical import as the [illegible] opera libretto or ballet storyline—doesn't prevent me enjoying opera or [illegible]

As far as the bands are concerned, my members [illegible] Steve Mick of Sniffin' Glue; [illegible] James and Billy Idol of Generation X) [illegible] the following list: Sex Pistols, Clash, Generation X (formerly Chelsea), Subway [illegible] and Banshees, Damned, Buzzcocks. All other groups were [illegible] as merely having jumped on the [illegible]

[illegible] are anything but regular, but the [illegible] Club, 41-43 Neal Street, WC2, is plentiful [illegible] week; and The Hope and [illegible] Upper Street, Islington, continues [illegible] service as a stepping stone [illegible] constant financial difficulties; difficult [illegible] which I should have thought it would [illegible] the interests of record companies to [illegible] since what you is a stepping stone if [illegible] water.

[illegible] Records and Rough Trade [illegible] other rock and roll music, [illegible] the big boys will be hitting the [illegible] soon enough. Hyperbole about the [illegible] their activities can be read in [illegible] papers. For wit, originality [illegible] straight reporting, however, [illegible] Sniffin' Glue, a "fanzine" (as it likes to be known to you) written and [illegible] by Mick and Steve Mick with assistance from their new and enthusiastic photographer Harry.

Jüri Gabriel

(Left) Ray 'Captain Sensible' Burns and (right) Dave Vanium (lead singer) of Damned; Hope and Anchor, Islington, December 8.

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As for the phenomenology of punk rock, one has to distinguish between put-ons and genuinely held beliefs. No easy matter where, under pressure, each can become a fair substitute for the other.

Punk rock is here because it is the first musical style for a decade with sufficient energy to bring about change. It is here because the fans want change and because the record companies need it—they cannot live on reissues for ever. Apart from being bored with listening to the same old stuff, the customers are beginning to get annoyed at the amount they have to pay to catch glimpses of their idols, at the sums spent on promotion and publicity and at the way the fashion for elaborate recording techniques and prohibitively expensive musical equipment are putting any hope of future stardom out of their reach. Also, while they themselves are on the dole, the tax problems of Rod Stewart and his ilk are hardly of riveting interest.

In short, they want their stars to be like them again. Hence the ground rules of the new music: "Our aim is to stop music being concerned with technology" (Rob Heline, editor of Bazar); "The whole thing about this scene is that it is run by the people; by the groups and the people who go to see it. Not nameless guys in offices running big discos to make a lot of money. And that's the only way these things will survive" (Tony James, Generation X). One pound is seen as a reasonable maximum entrance fee for a gig. "If we play there and someone is charging £2 to see us, and we're [the whole band] only getting £50, we know they're making a big profit. So we say we ain't going to play if it's going to be like that: . . . it's meant to create something new. . . . It's the actual public saying we want this. We want to do something. We don't want to buy any old rubbish. . . . It's like total involvement. . . . It's like a creative position rather than a stay-as-you-are scene. . . . It's not dependent on continuing for ever or wanting to be stars or something. . . . That's why all the established rock crew are like scared to death. . . . You're all boring. . . . You've done your bit, move over. . . . They're dying like flies" (Tony James).

It is easy to dismiss such idealism as naive, and mutter darkly about the joyous spectacle of successful punk bands giving their money away. That is something time and lucrative recording contracts alone will tell.

Whatever artists may declare to the contrary, in the end art is not so much about doing your own thing as about imposing your views on others. And shock tactics and put-ons are a traditional technique in this process. "The individual thinks he's moving, but he isn't. That's why he's got to be shocked out of it. . . . And be given something totally different. . . . So he thinks ah, hold on, I'd better reassess what I'm doing" (Tony James). But, in Mark P's words, "Thinking people don't go to punk concerts to enjoy other bands. They don't always wear the clothes they ostensibly approve of. In fact they are just as inconsistent and as reasonable as any of us. Let us just hope that the less intelligent appreciate the irony.

The advantage of sado-masochistic gear, swastikas, aggression, obscenity, spitting and actual scruffiness rather than artistic tatters in this respect is that it neatly divides the generations. To the young the Nazis are a joke—in no worse taste, one might argue, than our own mass media view of Idi Amin is to a living Ugandan. Similarly the anti-peace, anti-love stance, like anti-idealism and anti-intellectualism, is designed to put the wind up the hippies, who are summarily dismissed as belonging to the previous musical if not physical generation. Certainly there is a generic difference, some might call it an insuperable gulf, between hippies who dropped out of jobs, and today's dole kids who have never had a job to drop out of.

The other benefit of outrageous behaviour, of course, is that it leads the Press into the classic trap of moral indignation, bullyboy tactics and prejudiced journalism. Thereby further reinforcing what is essentially an artificial—though in life terms necessary (ask any animal behaviourist)—confrontation.

For those who have not yet noticed it, punks never ingratiate themselves with people unless they can be provoked to buy their way out of prejudiced interviews by good behaviour. They go in for overkill, and act like caricatures of their official stance —which is itself a gross exaggeration of their normal behaviour. As a tactic it is very effective.

Couple all this with the pavlovian response to words like anarchy, and the confrontation is complete. To talk in terms of threats to society, however, is ludicrous. To quote Mark P: "Our violence is against the music industry. It's on that level. We're not serious too late and was refused a place. Instead of packing it in, he worked on a building site for a year. With the money he saved he put himself through college and got three more O levels and an A level in British economic and social history. In September he wanted to continue with three more A levels, and then go on to university to read English literature and become a writer. Again he was willing to support himself, but your turn achieves nothing because the world interprets silence as acceptance.

Punk rock has created its own myth. People now have an image of how to behave and what to wear if they 'want to' belong—and conversely what to get apoplectic about if they don't. With the formal establishment and recognition of these dividing lines, what violence and aggression there remains will further diminish since once a mean, tough image is established, one doesn't need to go to the considerable trouble of acting the psychopath all day. Apart from which, actual violence, as opposed to menace, is not in the bands' interest, since the object of getting up there in the first place is to play music, not to goal-mind beer mugs.

In short, the hate/destroy-everything-that-went-before is almost pure put-on. As all the people I spoke to admitted, they listen to and enjoy other bands. They don't always wear the clothes they ostensibly approve of. In most part, is safely vented in pop music.

Wholesome as wholemeal

Bert Lodge looks at a recent book on folk customs

British Folk Customs. By Christina Hole.
Hutchinson £6.95. 09 127340 4.

When it's sociology they are human beings, when it's politics they are the people, but when we want them quaint they are folk. So the word is coupled on like an extra pair of front wheels to lead in other words like "lore", "dancing" and "music". Understandable, Louis Armstrong's irritated remark that it was all folk music seeing he ain't never heard a horse what sang.

"Folk" warns us to be ready for something bucolic as a byre and wholesome as wholemeal and all performed by lovable lads and maidens. Well, not all. Let us look at what happened to Teddy Rowe's Band. (With a name like that you would have thought he played the circuit with Jack Payne and Roy Fox. Actually Teddy was braying in 1490.)

After the great fan vault in the nave of the abbey church at Sherborne was completed, the abbot was so pleased he told the masons to pack their tools and go out and enjoy themselves. Led by their foreman, Teddy Rowe (or Roe), off they went, marching through the streets, blowing horns and banging anything provided the din was big enough.

For nearly 500 years this was the way the Pack Monday Fair (always on *the first* Monday after Old Michaelmas Day, October 10) was ushered in, usually starting soon after midnight. Not surprisingly there were periodic attempts to suppress the custom but it took the lads and lasses of the mid-twentieth century to perpetrate the hooliganism to make the abolitionist case. Teddy's band banged for the last time in 1964. It has been policebanned ever since.

This has enabled the author to be exceptionally precise on when a custom ceased. She wisely refrains from committing herself on most of them, merely acknowledging in a foreword that of the 200-plus customs described (and arranged, very conveniently, in alphabetical order instead of shire-wise as the practice often is in folk-lore) some have died out, some have changed and some remain. And some have been introduced, relatively recently. Who expected Christmas cards to be not much more than 100 years old? Or the oranges and lemons ceremony at St Clement's to date from only 1920?

Some have uncomfortably contemporary overtones. Was Barring-Out the Schoolmaster the first industrial lock-out? In any case the dispute was settled only when concessions were made by the employers' side, that is, the pickets were called off once a holiday was granted.

And what will today's readers imagine happens on Punkie Night? Well, in the Somerset village of Hinton St George the children make (or used to) candle-lanterns out of hollowed-out mangold-wurzels and carry them through the streets singing,

It's Punkie Night tonight,
Give us a candle, give us a light,
If you don't, you'll get a fright.

And that is absolutely all, modern reader, so you can relax.

What the *traditionalist* reader (and they will all be traditionalists) wants reassurance about, though, is that folk customs will flourish despite the feeling he gets that a cynical age is turning a contemptuous back on whatever is old and quaint. Miss Hole offers little comfort. Acknowledging that many old customs have vanished forever, she places this more particularly during the past 150 years, "A period of great change everywhere.

"Shifting populations, new buildings spreading over lands long dedicated to festival games, or dances, or the holding of unofficial fairs, new methods on the farm that have done away with ancient harvest or sheep-rearing ceremonies —all this and much more has contributed to the steady decline of old ways", Miss Hole concludes.

Among the "much more" must be the decline in religious belief. Just as the agrarian year had its rhythms (and still has—but deep-freezing confuses them) so has the Christian year but, with a populace largely ignorant of them, associated customs lapse.

The author would also be entitled to blame the sophisticated attitude to entertainment fostered by television. On the other hand she would also be obliged to acknowledge how television has been responsible for a revival of interest in some folk customs and indeed would artificially keep them alive if they looked like dying. The gypsies of Europe can hardly follow *their* St Marie de la Mer into the sea off the Camargue each year for water-borne television crews. And is the production-schedule men who will keep the ladies of Olney racing against each other with a pancake apiece on Shrove Tuesdays to come (especially now there is a transatlantic link-up with Olney, Texas).

A scholarliness born of a deep affection for the subject is evident in this book. From someone so close to the historical everyman a quiet dismissal of Redcliffe-Maud and all his works was nearly predictable. Remarking that, since it is the old counties which represent historic areas significant in the study of folk customs, Miss Hole admits that "within the text itself I have ignored the changes in county boundaries which have taken place."

Well done. Let that become a custom for all us folk.

Now strike!

John Crossland

Longbow; a social and military history. By Robert Hardy.
Patrick Stephens £7.50. 85059 116 8.

For my friends and for me, [illegible] of bows and arrows were [illegible] quite puro fantasy. On the [illegible] of south Yorkshire, Notts[illegible] shire and Derbyshire the [illegible] *tions with Robin Hood* and [illegible] of the greenwood were [illegible] clothing legend with flesh [illegible] tial enough even for sceptical [illegible] The Major Oak, Robin Hood's [illegible] Loxley Village (where he is [illegible] ted to have been born) [illegible] familiar enough sights. [illegible] most emotive of all was the [illegible] close to my great-grandfather's [illegible] a Peakland village churchyard [illegible] an exceptionally tall man. [illegible] has it that it is the grave of [illegible] John, and beneath its spreading [illegible] tree it seems as suggestive [illegible] mevel forces as the Greene [illegible] the Long Man of Wilmington.

The yew and its part in the [illegible] gence of the only truly [illegible] weapon and the training of the [illegible] cial breed of man needed to [illegible] are the essential elements in [illegible] Hardy's important monograph [illegible] longbow. It is a wonderfully [illegible] work distilled from 15 years [illegible] ledge of the use and hand-[illegible] ture of the bow. Hardy [illegible] spread of the longbow [illegible] probable origins in Scot[illegible] to northern and middle [illegible] with the Danish invaders [illegible] the *pin-pointing* of its [illegible] Sherwood forest, legend [illegible] to history; bowmen of this [illegible] prominent in the French [illegible] gether with the men of the [illegible] great nursery of its skill, the [illegible] Marches. The author is [illegible] well known for his [illegible] stage roles (and, in the [illegible] text, two excellent television [illegible] mentaries, *The Picardy Affair* and *The Longbow*); he has [illegible] duced a book that stands [illegible] Vivien Dakshott's *The Sword in the Age of Chivalry* as a model [illegible]

Known by the French [illegible] jest and then in fear as "the [illegible] crooked stick" the medieval [illegible] was at least as long as [illegible] and formed a deep-[illegible] wooden spring. Their draw [illegible] as none has survived, [illegible] believes that the men of Cr[illegible] Agincourt drew as much [illegible] pounds, based on a projection [illegible] the only known medieval [illegible] surviving in Westminster Abbey [illegible] was a skill learnt with diffi[illegible] usually from childhood and [illegible] tained only with practice; [illegible] was marked by complaints [illegible] strong *shooting* is laid [illegible] Its role as the arbiter of the [illegible] field exactly coincided with the [illegible] dred Years' War and [illegible] chastened again and again [illegible] supreme compliment of [illegible] lation, by forming units of [illegible] *archers*.

By then, because artillery [illegible] turned the scales, the [illegible] English archers, [illegible] which, by a curious [illegible] "goddams" were swept out [illegible] France forever.

We are given some fascinating details about the organization of medieval war. Each archer carried 48 arrows into battle and the evidence of their importance in early battlefield tactical [illegible] the logistics of one of the Black Prince's expeditions are quoted: 20,000 bows, 4,000 arrows, 50,000 bowstrings. There is a pleasant description of Agincourt's [illegible] debilitated bowmen [illegible] ragged. Knowing he would lose [illegible] fingers if captured, [illegible] ing" fingers it [illegible] on the massive [illegible] opposite them. The French [illegible] the call "Nestrocque", [illegible] probably, "now strike", [illegible] which sounded then [illegible] thousands of the [illegible]

The book's illustrations [illegible] chosen and a section [illegible] on the technicalities of [illegible]

Brittania

Bernard Orna

Roman Towns in Britain. By Alan Sorrell.
Batsford £3.95. 1734 3237 3.

The death of Alan Sorrell, last year, robbed us of an artist with a remarkable gift of visualization applied to recreating the past, and the short work on the present book, whose informative text has been completed by Dr Graham Webster.

The study is constructed around the illustrations in which Alan Sorrell excelled, peopling the streets, theatres and markets of Romano-British towns and detailing the buildings that were the setting. The illustrations are characterized by a high and often wide viewpoint and they include, too, several fascinating panoramas of whole towns. Here we have London, St Albans, Colchester, Lincoln, Bath and Caerwent, towns that disappeared—Silchester and Wroxeter, at last partly—Caistor-by-Sea, and the main settlements on Hadrian's Wall—Corbridge and Housesteads.

Roman Towns in Britain can be useful in the school but will require complementary visual material, which the publishers might have thought of including, eg a map of Roman Britain showing the main towns and road links and pictures of Roman London, Colchester and Verulamium, allowing readers to see for themselves the relation between modern and Roman street lines, referred to in the text—and also a plan of Wroxeter, whose site is unfamiliar to non-specialists.

It would have been good to discover and see more work by Alan Sorrell on drawings showing the richness of Roman architecture, would the great buildings at Bath really have been bare and undecorated with pleasant stuccoed ceilings, and carvings and sculpture? Readers may like to follow this up; the artist has opened our eyes and we can be sure that it would have pleased him to promote further research.

There has been a welcome reversal of the view in Colchester in and part of the book, and also a transposing of captions—but these production errors do not detract from the book's appeal.

Hero of the greenwood

Brian Alderson

Rymes of Robyn Hood: an introduction to the English outlaw. By R. B. Dobson and J. Taylor.
Heinemann £8.50. 434 20040 9.

"Robin Hood, William Scadlock and Little John": a broadside copy of "Robin Hood and the Prince of Aragon", c. 1660.

"And many men speken of Robyn Hood, and shotte nevere in his bowe." It is an ancient and much-travelled saying, but though it still retains its metaphoric force (we all know, don't we, how to teach seven-year-olds, or how British Railways should be run ?) only the first half is literal truth. For many men *do* still speken of Robyn Hood, and it is a matter for constant wonder and pleasure that they should do so.

Only a week or two ago I was gazing bemusedly at editions of the story in Czech and Japanese, wondering what on earth they make of the Sheriff of Nottingham in Bratislava or Yokohama. And only last week I collected from the review shelves Geoffrey Palmer and Noel Lloyd's *Stories of Robin Hood* (Piccolia, 60p), a paperback edition that may be newly published but is hardly new in matter or manner ("I feel a stirring in the blood . . . and I am going to the edge of the forest to see if there is adventure about").

I also found a copy of *Robin Hood* (Longman 35p) simply told and brought within the 500-word vocabulary of New Method Supple[illegible] "Robin and his merry men live in the forest. They are good men. They take money away from rich people and they give it to poor people. Yes he will help me.").

The arguments which surround both the historic Robin Hood and the thoroughly outlawed one have got too much for at least a third of the outlaw's existence, but an awareness of them is essential to anyone who wants to bring a critical as well as a delighted eye to the jauntings of this anarchic and supra-national hero. Until recently, however, no scholarship has been in need nor only of summarizing but also of updating, so refined have parallel developments in medieval history, in manuscript and dialect studies, in ballad and folk-song research been that the corpus of Robin Hood texts has long needed to be brought within the compass of a single volume. Here it is, with introduction, notes, bibliography which does all that could be asked to separate fact from wishful thinking on the question of Robin as historical figure, and to establish a secure textural basis from which discussions about the fictional rogue-hero may depart.

Welcome as is the whole of *Rymes* (not least the editors' balanced, sympathetic, engaged commentary) it does not in fact disturb my conclusions that might have been more hazardously reached via Ritson, Gutch et al as to the preeminence of the great medieval ballads (the *Geste, Robin Hood and the Monk*, etc) as the most direct and touching versions of the legend ever produced. It is not just that their poetry has that naive ring to it which gives it a winning freshness for modern readers, but it is also that the stories stand there as raw and often comic adventures free from the political weighting with which modern writers may be anxious to load them.

This does not, of course, mean that Robin Hood now necessarily stands as the proto-bolshevik that Geoffrey Trease tried to portray in *Bows Against the Barons* (1934—followed soon after by an edition in English published in Moscow). There is at least some pressure still to present him as an aristocrat fighting for the people against the powers of State fascism—a cause which some present-day lords may justly feel it worth leaving the backwoods for.

Such duality—multiplicity, even—of interpretations finds warrant in the editorial work of Dobson and Taylor, and one's chief regret about their book is their avoidance of any detailed comment on the way the world goes on discovering Robin Hood today. It would have been rewarding to see what they made of versions by Rosemary Sutcliff, say, or the ballad adaptations of Ian Serraillier (whose books are not mentioned in their bibliography) especially in the light of their view that R. L. Green's *Adventures* is the "most successful" edition in recent years. For most people who still speak of Robin Hood, the early ballads are either unknown or else long discoveries. What good or what harm may be in the light of their new researches and revelations from broadsides and chapbooks to such poets as Keats, Tennyson, Yeats, Masefield, Noyes and Sydney Carter, there is [illegible]

The transforming eye

Michael Clarke on four recent art books

Grünewald. By J. K. Huysmans.
Phaidon £3.95. 7148 1751 1.

Beardsley. By Simon Wilson.
Phaidon £3.95. 7148 1742 2.

Rembrandt: Master Drawings. By Keith Roberts.
Phaidon £3.95. 7148 1761 9.

Holbein. By Helen Langdon.
Phaidon £3.95. 7148 1748 1.

Art books, despite our economic decline, continue to proliferate. Books from other books, the re-appearance of reproductions in different bundles with introductory essays, have become common. Phaidon, not always escaping the charge in their colour plate series, are therefore understandably keen to point out that many of the pictures in *Grünewald* and *Beardsley* are either from new photographs or appearing for the first time. If they cannot make similar claims for the introductory essays that need not always be a misfortune.

How else might we have been able to compare Beardsley and Grünewald if it were not for Robert Baldick's translation of J. K. Huysmans's essay which serves as introduction to the latter painter's work? A common *fin-de-siecle* sensibility unites Huysmans and Beardsley. "She is a queen who has taken the veil, a marvelous orchid growing among weeds", which describes the white Virgin of the Issenheim crucifixion fits exactly the often camp world of Beardsley's imagination; and Beardsley's "I have one aim—the grotesque" might equally well fit a large part of Grünewald's work. The transformation of the low, vile, even perverse, into the opulence of art was an attitude inherited from Baudelaire by both Huysmans and Beardsley and one which was surely realized by the German painter centuries before.

The same attitude would link them both to Rembrandt. Criticized for his realistic and at times anti-classical approach (particularly to the nude), he nevertheless turned the puckered and wasted flesh of old age into the richest of surfaces, transformed by the dramatic and *symbolic qualities* of light. This effect is often absent from the 1,400 drawings that survive. Many more were certainly done and his explanation of why Keith Roberts points to Rembrandt's preoccupation with the transitory effects of life which were not only more easily recorded in drawings but were often forced to remain there, their subjects excluding them from serious contemporary consideration in painting. When aspects of these drawings do appear in oil paint they were transcended.

The Bible, of which he is perhaps the greatest illustrator, served him perfectly; its generalized, non-descriptive style providing the dramatic framework which Rembrandt then characterized from his own observation, bringing together the most ephemeral aspects of Amsterdam life and the perennial value of the Biblical situations. The drawings, therefore, are either draughts for the paintings or records of gesture, mood and relationship.

With Holbein, drawing was almost enough, and a spare, linear, drawing at that. Without any of Rembrandt's immediate emotional appeal his near-clinical analysis of the subject's appearance seems repeatedly to bring a hint of apology to writers on his art. An odd, even cold fish, he must have been. Despite his close acquaintance with so many important men of the early sixteenth century, he rarely appears as more than "a wonderful artist". So odd that his apparently intimate relationship with the family of Thomas More did not prevent him from painting either Sir Richard Southwell, who helped to betray More, or Henry VIII himself. In royal service he became, in effect, its propagandist.

Can any of this be deduced from the work? Is biography any use in the appreciation of an artist's work? Grünewald, of whom we know so little, survives without it and no doubt Rembrandt and Beardsley would, too. Holbein survives on very little, but are we not left wanting to know more about him? Is it not an irritation that the portraitist of Henry VIII's time is, as it were, without a portrait himself? Or are the qualities of his work a self-portrait? Does the increasingly detached, compressed abstraction of the later style reveal the man?

Over hill, over dale . . .

Ralph Lavender

A Dictionary of Fairies. By Katharine Briggs.
Allen Lane £5.95. 7139 1005 4.

The reader faced with this reference book of mychology and folklore can only stand spellbound by the lightly laid learning of its author. As an agnostic in the matter, she defines fairies as those supernaturals who are not angels or devils or ghosts; the word was originally "faerie", which means a state of enchantment, but then the term was transferred from the state to its agent.

Although there is occasional reference to foreign fairies, the ones discussed here are mainly the fairies of the British Isles, Robert Burton's seventeenth-century categories are there to help, and there is an emphasis on Celtic fairies, with some guidance on pronunciation—which, in the case of such Welsh worthies as Gwarwyn-a-Throt, is a great help. Katharine Briggs tries, she says in Thompson system of classifying tales by type and motif at the end of each story, and this is elaborated in a special index after the bibliography. (That was the system used in her monumental four-volume *A Dictionary of British Folk-Tales* published by Routledge and Kegan Paul.)

The alphabetical entries deal with stories, items of folklore, the various names of fairies of all kinds, and the folklorists who went collecting. One of the fullest stories given is "The Young King of Easaidh Ruadh" (used by George Macdonald); one of the most moving is about Tiddy Mun, from Lincolnshire at the time when the fens were being drained; "The Apple-Tree Man" from Somerset is only one of several reproduced in dialect; and the Celtic tale of Green Sleeves is remarkable for the number of its "moves", as Propp called them. They all tell of "the drifting mass of influences and powers".

Inevitably, the way the entries are arranged creates some repetition—the book is a browser rather than a reader. But further research is also inhibited, because the cross-referencing is not absolutely consistent. Furthermore, few children's books are cited; and, indeed, there is little guidance given in finding a modern version of the medieval poem "Sir Gawaine and the Green Knight", a translation of Marie de France, or a children's version of any of Walter Map's stories. There is no main-line entry for Jack or Jacobs, although the latter does appear in the bibliography; yet Tolkien and Macdonald are duly noticed.

The distinct wit in the writing becomes more and more apparent as the reader hoggarts hoover on the verge of hobgoblindom. Bogles are just over the edge." And later the incubus is "rather vaguely coupled with the Brownie as a spirit who has offerings of milk left out for him". It appears that there is a Manx brownie called Ptynnodderee; in Dorset, bolemnites are called "Colepexies-fingers"; and nursery bogles are variously Molly Long-arms or Tankerbogus, or even Mumpoker on the Isle of Wight. Katharine Briggs remarks that Cinderella is always a princess who has been cast down by malice, whereas cinderlads such as Aarne-Thompson's Tale Type 510 do not participate. Any always commoners. It puzzle are also seems that unions between mortals and immortals are destined for "breach and bereavement".

Yet, such is the ever-endless fascination of folklore that "a dream that covers several years may be experienced between rolling out of bed and landing on the floor".

Felix Hoffmann's "The Story of Christmas" (Dent £2.95) tells the traditional Nativity story by means of simple text and bold pictures.

The Chiffchaff

Out of a well-thumbed mind
Diluted phrases run
Pruning like pesticide
Responses of the young.

Unfurling intellects
Must fumbling hear
What ninateen others think they think
About "King Lear".

Just then a chiffchaff calls
In business-like notation,
Chiff chaff chiff chaff chiff chaff chiff chaff
Was all its education.

Tiny bugs out-glint
The star guides in its brain,
But leaves in shadow threaten us
Australopithecine.

I stop the class to hear,
Self-consciously we laugh;
We go on talking "Lear".
Chiff chaff.

Peter Stoddard

Among this week's contributors:

Brian Alderson is children's book editor of *The Times*.

Michael Clarke lectures in the history of art at Kingsway-Princeton college.

Anthony Hegarty is a research officer at the National Foundation for Educational Research.

Ralph Lavender is the author of *Myths, Legends and Lore*.

Frank Newell was formerly foreign editor of the *TES*.

Geoffrey Parrinder is professor of the comparative study of religions at London University.

Peter Stoddard is a pupil at Cranleigh School, Surrey.

Life in old Salford

H. C. Dent

A Ragged Schooling. By Robert Roberts.
Manchester University Press £3.75. 7190 0652 X.

Do not be misled by the title; except for one chapter (out of 19) this book is not about schools, ragged or otherwise. It is about the author's childhood in Salford, the "classic slum" of which he wrote so movingly in a previous book.

A Ragged Schooling can be read at three levels: as an autobiography, of surpassing interest and merit; as a percipient sociological study; and as an indirect indictment of English society in the early years of the present century.

As an autobiography it is succinctly and sensitively written. Robert Roberts was the child in 1974) a consummate story teller. His characters are etched vividly; his father, a highly skilled mechanic, but—the curse of most of the family's troubles—a chronic boozer; his mother, a shrewd and intelligent woman who is, rightly, the heroine of his story; his three elder sisters; his companions; and the grown-ups of the neighbourhood.

As a study of domestic and social life in an industrial slum 60 to 70 years ago it could hardly be better done, or more accurate. (In 1905, the year Robert Roberts was born, I was living not 30 miles away, on the fringe of a similar slum.)

Mr Roberts spares his readers little of the degradation of slum life as it then was: the customers allowed (or not allowed) to buy on tick at his mother's shop; the weekly pawning of clothes which alone enabled many of them to purchase food and fuel; the abominableness so common then; the head-lice and bed bugs; the home whose living room contained "three soap boxes, a packing-case table and no other furniture at all"; and the school (opened in 1839) which was condemned year after year by HMI, who "damned the unqualified staff, the stinking rooms, the appalling cultural results".

That he also tells of its camaraderie, its loyal friendships, and its annual jollifications; at the New Year, and in preparation for May Day and Whitsuntide; its matey talks outdoors on warm summer evenings and its rousing sing-songs indoors when winter fell.

For the most part Mr Roberts lets his facts show up the inequities of Edwardian society, but occasionally he assists them with asides which reveal his feelings about them.

> While some among our Edwardian upper classes boasted of their 21-course meals other men died of hunger on the streets.

> In a society where few could afford the services of a doctor . . . Acting as drudges of the drudges, children walked miles to satisfy the wants, whims and fancies of parents . . .

The book is illustrated by four delightful drawings of old Salford, including one of the Roberts's shop, by Harold Riley, nine photographs of its streets and markets in the early 1900s from the Frank Mullineux collection, and one, dated about 1912, of Robert Roberts in a group of some 50 children.

Frontier

Ian Caruana

Hadrian's Wall. By David J. Breeze and Brian Dobson.
Allen Lane £5.95. 7139 0523 9.

For over a century many of our finest archaeologists have thought about and excavated along Hadrian's Wall. Their efforts have multiplied the meagre evidence of our classical sources and their research has helped us to understand the constructional history and function of the Wall. As further new evidence can come only from more excavation (and this goes forward but slowly) it is unlikely that we shall have a definitive description of the Wall for centuries.

The two authors of *Hadrian's Wall* have established their academic standing with many articles fundamental to our understanding of the Roman army and the defence of Roman Britain. This book is a masterpiece of the controlled use of archaeological and epigraphic evidence in a fluent narrative that will satisfy any level of interest while managing to present and discuss the evidence in a way that the scholar needs. Part of this fluency is achieved by assuming that the scholar knows where the sources are; detailed footnotes are justifiably avoided in this case.

The story that Breeze and Dobson tell is quite compelling. It is not possible to summarize briefly the history of Hadrian's Wall or the issues that need clarifying, and this is not a book simply about the Wall; its scope is the defence of Roman Britain in the north. It talks about Roman concepts of frontiers and goes into detail about the changes that took place on this one frontier from the time of Agricola in the first century to the end (whenever that was). The first consolidated defence line in the Tyne-Solway gap was a series of forts strung along a road, the Stanegate. Along the Wall itself there were many combinations of barriers and concentrations of forces. There was a new wall built on a different line (the Antonine Wall) which was occupied possibly on two separate occasions. And there was the alternative strategy of total conquest: cropping up as an option from time to time.

While the main argument of the book is about changes in Roman strategic thinking, there is also a deliberate attempt to make the scanty evidence tell us something about what it was like to be in the Roman army and what conditions were like in garrison on the frontier.

A bridge of sighs

Seamus Hegarty on research in education

Educational Research: Competencies for analysis and application. By L. R. Gay.
Charles E. Merrill $16.85 (about £10.00.) 675 08636 1.
Educational Research: Models for analysis and application. By L. R. Gay.
Charles E. Merrill $6.45 (about £3.50.) 675 08600 0.

A favourite ploy of crusading journalists is to pick up isolated pieces of research and show how useless they are and how iniquitous it is that the taxpayer should have to support them. The trick is easily learned. You don't need to have vast erudition to poke fun at researchers teaching pigeons to play table tennis. In fact, it would be a positive disadvantage since it might alert you to the ramifications for behaviour modification, the nature of learning paradigms, and so on, of such work.

Educational research is particularly vulnerable. Not that it does not frequently deserve it. Much of it is ill-conceived, badly executed and trite. What detractors overlook, however, is the range of difficulties, both practical and theoretical, that face educational research. As well as being versed in education and the educational system the competent researcher must have a knowledge at least of psychology and sociology. He needs to be skilled in dealing with children and adults, and if he has not been a successful teacher himself he is in a vulnerable position indeed. (What successful teacher in his right mind, you might ask, would give up the security and relative affluence for the meagre and uncertain lot of the educational researcher?) Finally—and this is, if not a *pons asinorum*, certainly a bridge of sighs for many—he must be a master of research method.

Method in the human sciences was traditionally seen in terms of the empirical model. The closer one adhered to the canons of scientific method the better the research. This is where Gay's two volumes belong—the first covering the application of scientific method to education, the second providing detailed exercises ranging in difficulty from remedial to weak undergraduate level.

This approach is fine if you believe the facts are "out there" waiting to be annexed by earnest application. If you suspect, however, that methods are not atheoretical tools, that the facts emerge in the process of finding out, that the researcher is a part of the finding-out process, and, moreover, that frequently action has to be taken with less than the full facts, then scientific method will have an altogether more limited role. This viewpoint was a long time gaining a foothold in the social sciences and has as yet made no great inroads on the educational research establishment. Gay is a forceful example of this. He purports to provide a comprehensive introduction to the research skills required by professionals in all areas of education, yet gives no indication of the existence of other than quantifiable data or hypothetico-deductive methods.

Within these limitations the two volumes will be welcomed by many students. Little is taken for granted. (If you cannot compute a correlation coefficient after his three-page breakdown you never will.) The characteristics of the research methods are described clearly with an eye to putting them into practice. He shows how to compute basic statistics and carry out the simpler analyses. There is an excellent account of literature searches and useful sections on *problem definition, preparing research plans and report writing.*

The pedagogical case however does derive to a certain extent from a tendency to over-simplify and from a lack of contact with the real world. Thus, on measuring instruments, "Standardized tests are invariably developed by experts and are therefore well constructed"! The chapter on sampling is thoroughly misleading. Defining the population is *not* a necessary first step in a sampling procedure; frequently the population is defined by the sample and the way in which it has been obtained. Sampling by complete listing is seldom possible and not usually feasible. Simple random sampling is not the best way to obtain a representative sample. There are objective criteria for deciding on sample size. One could go on.

Gay's instructional style is admirably lucid. It is all the more regrettable then that his account is not more balanced or more related to real education research.

Steiner's system

Frank Newell on Waldorf schooling

There are now about 150 Waldorf (Rudolf Steiner) schools throughout the world, forming the largest independent non-denominational network and increasing on average by three every two years (one of the latest to open is in Bristol). The recent publication of this comprehensive survey of Waldorf schools is particularly opportune because an unprejudiced reading of it will show that many of the issues now being bitterly debated in virtually all democratic societies seem to have been met and amicably solved in Waldorf schools since the first of them opened over *50 years ago.*

These primary-secondary schools (most with an attached kindergarten) have generally not yet been accorded the wide recognition which the entirely separate Steiner "home schools" for handicapped children *have already been given.* An important factor in the apathy towards Steiner schools is perhaps the uncertainty about their philosophy and concepts of child development. Steiner is still regarded primarily as a mystic—but his life's work (like that of Jung) was to bring the findings of the mystics into the light of science, and to render science capable of encompassing mysticism.

It may also be that people imagine that Steiner teachers inculcate anthroposophy (the name given to Steiner's version of philosophy) into their pupils. They do not do this; anthroposophy is the background from which they work; in a similar way to that in which an adherent of Piaget will use his theories as his pedagogical compass without trying to turn his pupils into exponents of the development of the intellect.

The book *opens* with an outline of the kind of society for which Waldorf schooling is a preparation. It indicates how freedom (individual creativity), worker (and also manager) participation, and state authority can be made to work in harmony, through each of the three being given its appropriate *Lebensraum.*

It goes on to describe how Waldorf school teachers work with a 12 year curriculum deriving from Steiner's contention that, just as a child in the womb repeats in a sense the bodily evolution of *the living* world, so after birth does every child recapitulate mankind's cultural development.

Any short-circuiting of this process (by, for example, premature forcing of the child's intellectual activity) leads inevitably to well-nigh irreversible damage, manifested, for instance, in a lasting aversion to writing and reading. One way in which Waldorf schools cope with the individual within the curriculum is to have the class teacher move up with his class for a *number of years.*

One of the main difficulties in coming to terms with Waldorf schooling is that, although a great deal of Steiner's works have been published in English, they were mostly intended for audiences already acquainted in some degree with his concepts. The author of *Education Towards Freedom* has clearly addressed himself to the public at large, and in my opinion has done so successfully.

Paperbacks

Orientated

Geoffrey Parrinder

The Buddha. By Trevor Ling.
Pelican 90p. 14 02 1894 7.
Treasures on the Tibetan Middle Way. By Herbert V. Guenther.
Shambhala-Berkeley $4.50 (about £2.95).
394 73175 1.
The Tao of Physics. By Fritjof Capra.
Fontana 95p. 00 634102 0.

The social and political background of early Buddhism, rather than a life or teaching, is the main concern of *The Buddha* (published as a hardback in 1973) and it provides *broad sweeps of reconstruction for India and Ceylon,* with discussions on the roles of church and state.

Dr Guenther's book appeared in 1969 as *Tibetan Buddhism without Mystification,* a laudable aim but requiring alert attention to themes in *Mahayana Buddhism,* its view of the nature of man, the path to enlightenment and the goal of Nirvana. The second part of this work gives original translations of four Tibetan texts, veritable treasures lent by the Dalai Lama, and more interesting and varied than the dry earlier section, expounding the essence of various paths, the nature of seeing reality and the way to unity.

Fritjof Capra is a physicist who explores parallels between modern physics and oriental mysticism. The [illegible] physics and claims that quantum and relativity theories force us to see the world from the viewpoint of the east. Indian and Chinese religious systems are credited with the aim of "the direct mystical experience of reality", but it is not clear why Sufi or Christian or Jewish mysticisms are not mentioned since all great religions were oriental and their mystics would subscribe to the above aim of experience of reality.

But special attention is focused on Hinduism and Taoism, with the *cosmic dance and the interplay of* Yin and Yang. Modern man needs mystical knowledge and experience to enable him to understand the universe and himself and live in harmony with apparent opposites, and this book is a bold sketch of a philosophy of physics and harmonizing of religion and science.

In and out of class

Anthony Locke on home and school

Parents and Teachers. By James Lynch and John Pimlott.
Schools Council Research Studies. Macmillan Education £4.95. 333 18972 8.
Education and Deprivation. Edited by James Rushton and John Turner. Manchester University Press £3.00. 7190 0624 4.

The Schools Council pilot study which forms the basis of the report *Parents and Teachers* sets out to seek to improve home-school relations in *three secondary schools.*

A strong impression which the researchers, the school of education and the department of extramural studies at the University of Southampton formed was that the community school which they consider is the logical, if not the necessary conclusion of closer home-school relations might be achieved more easily in the traditional working class districts of the older cities, despite their lower levels of educational expenditure and achievement, than in areas similar to where this project was conducted.

The report is refreshing in that it freely admits errors in methodology: the initial consultations were not felt to be wide enough. For instance, one of the heads of school failed to inform and consult his [illegible] his school performed less well than the others.

The evidence illustrated that a PTA dominated by professional middle class had adverse effects on home-school relations. Where the working class parents believe themselves to be a minority in a predominantly middle class catchment area, they not only withdraw from contact with the school but in many cases become antagonistic towards it. The researchers concluded that the traditional PTA did not appear to have been instrumental in developing these close links between home and school which would create greater involvement in the community as a whole.

The researchers felt that creating closer parental involvement is an adult education exercise, and in this parent group tutorials became the main method of working. [illegible] these groups found that the most *effective way of bringing in the* non-participating parents living in the catchment area was to knock on the doors of parents living in the area. Unfortunately, because this was done in the day time it attracted mainly housewives. Parents welcomed the home visiting by teachers. As one man said: "I can never talk in a hall or school classroom. I can say what I think in my own sitting room".

In *Education and Deprivation,* the views of contributors like Eric Midwinter and A. H. Halsey, who have a commitment to the precepts in the Southampton research and to the community school are well-known and the book adds little to them.

Eric Batten introduces (when discussing attainment, environment and education) a more critical appraisal of some of the difficulties attaching to closer development of home-school relations and the practical implementation of the community school concept at the secondary level of education. He contends that the educationists should seek "the more personal, local and relevant forms of education during the compulsory stages . . . through the assumption of a client-centred ethos rather than the current system centred investment in models of education". But he argues that without the application of the community concept as a national policy there [illegible] the performance of children from ethnic minority backgrounds in primary schools stands out in its different approach from the other chapters. Here there is close analysis of the performances of immigrant and non-immigrant children in mean reading scores, English, mathematics and verbal reasoning in the Illinois Test of Psycho-linguistic Abilities and on the Bristol Achievement Test.

Little concludes that the implications are that the child from the West Indian background, whose needs in *terms of basic skill* performance are greatest, should be given highest priority. Changing the social and ethnic mix of a school (i.e. bussing or dispersal) in areas of minority settlement is unlikely to change the performance of minority pupils, with the possible exception of basic training in English for [illegible]

Typographical tale

Roy Lewis

A History of European Printing. By Colin Clair.
Academic Press £12.80. 12 174850 2.

Dismissed in a few lines in history texts, the spread of printing was the medium by which the Middle Ages evolved into the modern world. It *was the conductor which raised the* potential of every other dynamic force—the reformation, overseas exploration, the opening up of America, the growth of nation-states, the germination of science and the habit of experiment.

Yet printing is not an easy subject on which to expatiate in any detail, at least to the common reader. Once the process had been invented and mastered, it remained almost static for 350 years, unlike the other mechanic arts it stimulated. So books, however beautiful, however skilful or excellent in craftsmanship, and important to the historian exclusively for content rather than production or presentation. Almost from the first it was true to say of printing that good typography is invisible.

Consequently the annals of printing are *not absorbingly readable,* and skipping, especially from one illustration to the next, tends to be the reaction of all but addicts of the black art. The love and scholarship which has gone into Mr Clair's history does not quite save it from this temptation. It lacks the visual strength of Stanley Morison's *Four Centuries of Fine Printing* or even of the more specialized Updike classic, *Printing Types, their History, Forms and Use.* Yet in this condensed and extraordinarily modestly-priced volume, there is a wealth of important information not available in any other single book. *Studied with the aid of* its admirable index and helpful appendices, it can be recommended without reserve as an essential companion to Morison or more specialized works on books and publishing.

Descriptions of books (even of incunabula) without facsimile convey little except to *experts;* it has been well said that the history of the book is the history of title-pages. Here illustration, though impressive, lags behind erudition at many points. Such gaps are noticeable (churlish as it may be to say so) in the otherwise admirable account of music *printing* for instance; and a couple of diagrams from Moxon's *Mechanick Exercises* would have helped the layman. The description of technical progress after Stanhope is necessarily synoptic, and there is too little reference *to the parallel development of* paper technology. One must nonetheless salute the skill with which Mr Clair has interwoven his unfolding themes, and specially praise his reference to the economics of printing and book production down the centuries.

Heights and depths

Norman Evans

Conflict and Consensus in Higher Education. By Sinclair Goodlad. Hodder and Stoughton £3.25. 340 18351 9.

Conflict and Consensus in Higher Education is based on the proceedings of two Working Parties chaired by Professor Roy Niblett. They dug deep, for Sinclair Goodlad's book goes to fundamentals. He considers goals in higher education (vocational, social, personal, academic), he discusses the nature of a discipline—and to sharpen his discussion [illegible] munication: the transmission of culture". He discusses the New Romantics, counter-culture, and suggests that in a plural society these student challenges have done a necessary job.

He asserts that if teaching styles encouraged proper encounters between staff and students, student health-services, counsellors and so on might well be superfluous. And since subjects fit to be studied must involve uncertainties, then the central purpose for higher education is to maintain intellectual conflict without too much personal or [illegible]

Quizzes and trails and escapades for balloonists

A look at some events for children and parents organized by London museums and galleries

A massive disaster overtakes the capital and it is in your power to save six pictures. Which six would you choose? This is the question which will be asked of teenagers and adults taking part in the "balloon game" (a balloon is the method of escape) at the Tate Gallery.

Officials have devised the game as a way of discovering the most popular pictures and expect some surprises. There may be a follow up exhibition of favourite pictures.

Also at the Tate will be a treasure trail for eight to 14-year-olds: participants have eight clues to follow up which will give them the name of an artist and piece of sculpture and colouring book sessions supervised by education staff. For six to eight-year-olds.

There will also be two pieces by Roger Barnard using closed circuit television and a two-way mirror in which the public are invited to see their faces "reassembled in totally new ways".

Events on Wednesday, December 29, 1976-Friday, December 31. Sunday, January 2, 1977-Sunday, January 9, 1977.

National Gallery

If after a trip around the National Gallery, parents and children want to test their knowledge in an entertaining way, they can go to the Moving Picture Room, a small cinema in the gallery's extension and take part in a quiz.

"Get the Picture?" is a double-screen presentation (two sets of slides shown at the same time); a commentary provides the questions and the slides the visual clues. The quiz is light-hearted and lively and you do not have to be an art scholar *to answer the questions.*

The quiz lasts about 20 minutes and will be shown continuously from 11.00 a.m. to 4.30 p.m. from December 14 to January 15, except from December 24-28 and on January 1, when the gallery will be closed.

Victoria and Albert Museum

Thirteen craftsmen will be at work in the museum on December 29, 30 and 31 giving practical demonstrations of their work including pottery, embroidery, jewelry-making, gem cutting, tapestry-*weaving, spinning, book-binding and* engraving.

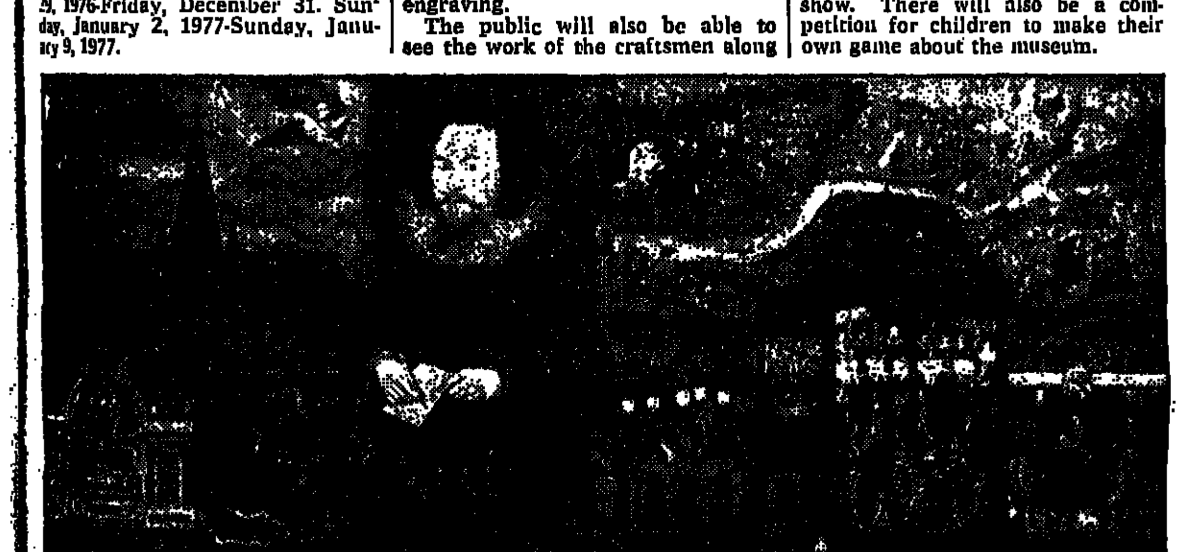
The public will also be able to see the work of the craftsmen along with objects from the museum's collection and there will be a continuous slide programme to introduce the crafts.

Most of the V and A's Christmas lectures are now full, though tickets can still be had for "a light-hearted *musical* entertainment of unaccompanied singing . . . including jazz, close harmony and humorous songs" by a group called Now We Are Six. This is on December 22. Tickets from: Angela Thurgood, Education and Regional Services Department, V and A Museum, London SW7 2RL (a stamped addressed envelope should be enclosed).

Museum of London

This new museum was described by Bernard Orna on page 58 (*TES,* December 10). Lectures for children aged eight and over will be given on December 29, 30 and 31 on the theme of board games. Tickets can be obtained free of charge from the education officer.

The museum will be open on the morning of December 30 and 31 and all day Saturday when a small *display of old games will be on* show. There will also be a competition for children to make their own game about the museum.



Above: Children on a trail at the Tate Gallery. Left: this picture in the National Portrait Gallery is the focus of a Christmas project for children aged nine and over. The man in the centre is Sir Henry Unton, a little-known Elizabethan gentleman and the painting tells his life story. The project will probe his life with the aid of a leaflet and a drama workshop (on Wednesday 29 and Thursday 30 December). A treasure trail will also be organized and children will be able to pick up outline drawings to complete.

Further information from the Education Department, National Portrait Gallery, St Martin's Place, London WC2H 0HE. (01-930 8511 ext 53.)

Knights in shining armour

by Owen Surridge

The Tower of London has set up an education centre to provide historical immediacy for young visitors. They can examine and try on pieces of armour, handle early weaponry and ferret about among some of the less obvious facets of medieval life. The tower is itself richly endowed with visual aids comprising vast stocks of weaponry and armour, the Crown Jewels and the impressive stone fabric of the castle itself.

The education centre is equipped with a 100-seat cinema lecture theatre for the use of staff and teachers. Films, slides and tapes, and written information are available. For teachers there is a detailed guide recommending a route for school parties.

Leaders of schools groups would do well to avail themselves of the education officer's offer of preliminary briefing sessions, both to clarify their own aims and to familiarize themselves with the terrain.

The programmes usually revolve around one of three topics—the tower as a royal castle, the prisoners it has held and arms and armour. However other aspects can be tackled when required. Work-sheets and teachers' notes are provided free.

Since project work is most effective with small groups, the centre insists on a maximum of 40 pupils in any one party and prefers working groups to be much smaller. Free places are offered for adults at a ratio of 15 children to one. The work takes in a wide ability range of children from eight years.

Teachers should write to Mr Peter Hammond, education officer, the Tower of London, EC3.

Whichcraft anniversary

Whichcraft, published by the Consumers Association, contains a wide range of information and projects suitable for early secondary pupils. It is published six times a year and has recently completed its first full academic year.

Topics so far have included packaging, fireworks, unit pricing, metrication, pollution and holidays. Issue number 4 explained how to carry out a survey, which is considered so important to future projects that the Consumers Association will give one copy free to any new subscriber who applies.

Support information, suggestions and quiz answers are contained in the teachers' notes accompanying *Whichcraft.* These include notes on the law and lists of films and books which can be used with the projects.

The subscription for 10 copies plus teachers' notes costs £9 a year. Further batches of 10 copies cost £5 a year.

The magazine can be obtained from the Consumer Association, Subscription Department, Caxton Hill, Hertford.

Cult art or comic strip?

by David Self

Science Fiction and Fantasy
2 filmstrips and cassette tape
Educational Audio Visual, Butterley Street, Leeds LS10 1AX £11.70 plus VAT

Science fiction is variously regarded as being either a comic strip world of little green men and purple monsters or the cult art of a twentieth-century religion. A new audio-visual kit *Science Fiction and Fantasy* usefully charts the half-known byways of this literary and artistic genre and incidentally provides an object lesson in how to make an audio-visual package.

EAV offer two filmstrips, each of 120 frames, with a 40-minute commentary on cassette tape. This commentary is no dry lecture but a full blown production with music, sound effects and quotations.

The choice of music is at times rather corny but it is still effective, as are the subtle changes in pace, the creative use of colour and the counterpointing of the audio and visual elements. Much credit for this must go to the picture researchers and to the technicians, who have achieved an unusually high standard of colour balance and reproduction.

Science Fiction and Fantasy begins by dismissing pure fantasy and examines the evolution of "sci-fi" in the context of the growth of scientific knowledge, from Cyrano de Bergerac's *Voyage to the Moon* (written in 1657), through Verne and H. G. Wells to such pre-war writers as Heinlein, Asimov and Aldous Huxley.

The scriptwriter, Ben Bova, shows how science fiction can explore social, political and moral issues; and of course warn of possible futures. Part 1 ends by showing how one writer predicted the use of an atomic bomb to end a war.

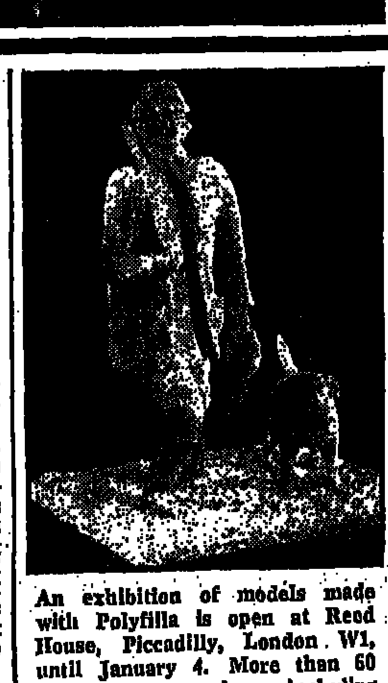
Part 2 shows how science fiction developed in the nuclear age when writers like John Wyndham were giving early warnings of the threat to our ecology and others were predicting the ways people would react as their lives became increasingly dominated by technology.

We are also shown the satirical element in science fiction. It can attack prejudice (as it did McCarthyism) and long before the civil rights movements of the 1960s it was *dealing directly with* racial conflict by examining misconceptions and reactions between people who look or behave differently. Part 2 ends with the debatable point that science fiction does not attempt to moralize but only to prophesy.

In both parts, distinctions are made between *innovators and* serious writers and plagiarists and those who have debased the form—notably the publishers of comic books between the wars and Hollywood in the immediate postwar years.

The kit can, therefore, be used to help students *to distinguish* between the genuine and the contrived, between the original and the insipid. It may help to develop taste and serve as an introduction to criticism. The explicit yet unpatronising follow-up suggestions in the accompanying leaflet suggest ways that it can be used *at varying* levels.

Science Fiction and Fantasy should prove a stimulating and informative "starter" in English, literature, art, humanities, and liberal studies for pupils aged, say, 13 or 14 up to sixth formers and students in further education.



An exhibition of models made with Polyfilla is open at Reed House, Piccadilly, London W1, until January 4. More than 60 works are on show, including "A Farmer and his Dog", the winner in the 15 to 17 age group, which was made by Nicola Buss of Maidstone School for Girls. The exhibition is open during working hours, Monday to Friday.

Boxes of boards

A new range of hessian covered pin boards is available from International Tutor Machines Ltd. The boards are 24in by 18in (60cm by 46cm) and are *available in boxes* of 10 of one colour or two each of five colours. The colours are red, blue, green, natural and brown. Ten boards cost £22 plus VAT, and carriage is free.

International Tutor Machines Ltd, Ashford Road, Ashford, Middlesex.

Designers of the future

Young designers in schools are invited to submit designs for useful three-dimensional objects in a competition run by the Design Council and GEC. The Council says there is a shortage of designers in industry, engineering, textiles and furniture manufacturing, and it is hoping to stimulate interest in design courses and careers.

The objects must be practical and should be able to be manufactured industrially. Decorative or craft items are not eligible. Objects need not necessarily be made up, but explanatory sketches must be accompanied by written descriptions.

The competition divides into two groups: children over 13 and under 16 on September 1, 1976, and young people over 16 on September 1, 1976. It is open to individuals or teams of not more than four.

There will be five prizes in each age group. In the younger group, winners and their schools will get £50 each. In the older group, entrants win £100 and their schools win £50. GEC promises to arrange visits to factories and to consider winners for training and employment.

The eight judges include teachers, designers and engineers and they will be looking for "an imaginative, logical and economic response to a clear need". They will require "drawings, illustrations, calculations and written descriptions to be clearly set out to enable the function, principle of operation, construction and appearance of the submission to be readily understood".

People who want to enter should apply as soon as possible. Designs have to be submitted by July 31, 1977.

Further information from Peter M. Guter, Design Council, 28, Haymarket, London SW1Y 4SU.

The Illustrated
LONDON NEWS
JANUARY
Norman Moss
END OF THE KISSINGER ERA
Tony Aldous
LONDON'S VILLAGES
Keith Roberts
CLAUDE LORRAIN'S BOOK OF TRUTH
Anthony Grey
FLYING A JAGUAR

TALKBACK

Werdges, werdges

Stanley Alderson

I have been marking a batch of economics scripts from Africa. One candidate referred to technical advisers seconded from Britain to Uganda as "expertrinates". This pleases me, for expertriate, a compound of "expert" and "expatriate", is a werdge; and I collect werdges.

Two of the best werdges I know are "population" and "argentility". The meaning of a werdge—of a good one—is self-evident. I hope I need not tell you that population is pollution resulting from overpopulation; that argentility involves the use and endless polishing of silver teapots and crumpet dishes.

Those are both deliberate, thought-up werdges. Another spontaneous werdge, one of *The Guardian's* famous misprints, is "financée". A financée can only be a gold-digging fiancée.

The word "werdge" is itself a deliberate werdge. If it is a good one, you will already know that a werdge is formed by merging two words or by wedging one word into another. This is not, however, a sufficient definition since it includes a word such as wondrous formed by merging words of similar meaning (wonderful and marvellous), whereas a werdge merges words of similar form but dissimilar meaning (pollution and population; argent and gentility). A werdge has its own distinctive and deducible meaning.

What is the origin of werdges? One thinks first of Lewis Carroll's poem "Jabberwocky" in *Through the Looking-Glass*. Consider the passage: ". . . Beware the Jubjub bird, and shun the frumious Bandersnatch".

There is dispute over the meanings of many of Carroll's portmanteau words but none over that of "frumious". Carroll used it again in *The Hunting of the Snark*, in the preface to which he explained that it was produced by saying fuming and furious at exactly the same time. This authoritative interpretation disqualifies frumious as a werdge since fuming and furious are similar in meaning.

Consider now the opening of "Jabberwocky": "Twas brillig, and the slithy toves did gyre and gimble in the wabe . . ." I take "slithy" to derive from slimy and writhe. There is implicit confirmation of this in Carroll's explanation that the "i" in slithy is pronounced like the "i" in writhe. Slimy and writhe are dissimilar enough in meaning to persuade me that slithy was, marginally, the first werdge.

The first fullblooded werdges are found of course in James Joyce. I say of course not because Joyce specialized in werdges but because he did just about everything with words it was possible to do.

Some of his werdges are cryptic, like the one with which he concludes a prayer: "Allmen". Others are precise in meaning and two have a special interest in that they derive, or half derive, from a single word. They are "funferal", denoting the kind of Irish funeral mourners turn into a party, and "funereel", the kind of dance they perform. Funferal merges funeral and fun, while funereel merges funeral and reel.

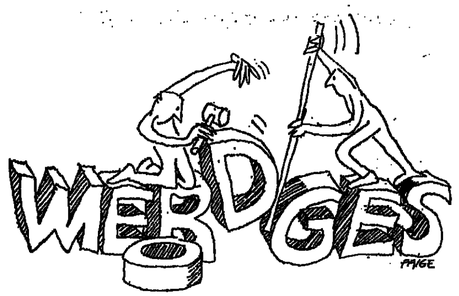
Both are rather literary werdges. Funferal is clear when one sees it written, but I am uncertain whether to pronounce it *fonferal* or *funferal*. *Fun*feral fails to evoke funeral and *fun*éral fails to evoke fun. Funereel, when spoken, is indistinguishable from the orthodox and danceless funereal.

Many werdges are disparaging. In his theatre column in the *Observer* Robert Cushman described the Brotherhood of Man as "a shiny gang of Eurovision song contestants for whom 'slickaling' would be the right portmanteau word".

Most werdges are ephemeral. Cushman did not expect "slickaling" to go into the language. Though *Ulysses* and *Finnegans Wake* will endure as long as people read, even Joyce's werdges are ephemeral in the sense that no one else uses them.

One werdge has a better chance than most of going into the language because it forms the title of a book. Peter Paterson advocates the introduction in Britain of primary elections on the American model. He argues that at present a British MP is chosen less by the electorate than by his party selection committee. The book in which he develops this thesis is entitled *The Selectorate*.

Stanley Alderson is a freelance writer and examiner in economics for the Institute of Marketing.



Ways of making them think

Nigel Richardson

Recently the *Sunday Times* told of a teacher who explained Nazism to his third-year class by means of the techniques the Nazis themselves used. First of all, rigid discipline was created. Pupils had to stand in uncomfortable positions, address him as Mr Jones whenever they spoke to him, and stand to attention when he spoke to them.

Next he devised chants and a distinctive salute. Children from outside the class were allowed to attend; everyone was given a set of rules and a membership card. Within a day, numbers grew from 30 to 80. He then announced that the movement was being launched nationally; 200 children turned up for a rally. Only then did he explain the purpose of all this; he had wanted to demonstrate how a movement can grow, no matter how vague and dubious its aims. The report ended: "His 200 pupils left in stunned silence."

This ingenious, and somewhat frightening, experience highlights how effective simple role plays can be in history teaching. They are particularly valuable where the original event had strong psychological overtones, or if what took place is quite outside the pupils' own experience and happened in an era whose values were quite different to our own.

Teaching Africa between the wars is a case in point. Many pupils have had no contact with Africa, and have only a vague idea of the continent. Films like David Niven's *The Guns of Navarone* and even Bob Hope's *The Road to Hong Kong* have done little to dispel such ignorance. Yet the 1920s, 30s and even 1940s spell out a challenge to the teacher working out the problems of access. Such a task is a useful prelude to the real issues, accounts in other parts of the book.

The effectiveness of role plays is not confined to younger children. Sixth-form candidates, who always find it hard to appreciate the seventeenth-century attitude to religion, providence and destiny, can be helped by having to write a letter, speech from the Puritan pulpit, or a fifth-monarchist denunciation of Cromwell. Be sure doors and not bearers quote Thomas Cromwell himself believed he was a second Constantine.

Nigel Richardson teaches history at Urbanrise School, Pontefract.

The lecturer's prayer

Leonore Derville

(With apologies to the author of "The Nun's Prayer".)

Lord, Thou knowest that student intake is rapidly decreasing and that I am in imminent danger of losing my job. Deliver me from the foolishness of trying to persuade myself and others that I am indispensable. In these times of curriculum reorganization keep me from proposing measures which are based on self-interest, and let not my fear of redundancy cloud my judgment.

Give me the wisdom to take advantage of the pre-retirement courses run by the local authority. Endue me with an appropriate sense of gratitude to Crumble and all who helped concoct this excellent scheme.

Restrain me from boring my colleagues with long recitals of all that I have to do and the difficulties with which I have to contend. Enable me to listen with sympathy to those who complain about their work loads. Prevent me from trying to cap another person's story with: "That's nothing compared to what I have to do!"

Release me from the temptation of attributing my misfortunes and mistakes to the students, the principal or the CEO. Thou knowest, Lord that they are often at fault, but give me, I pray you, an attitude of tolerance towards others, in particular towards those who are placed in authority over me.

Keep me from feeling envious of those who have been granted a year's paid study leave. Let me in words: "What would happen to the students if we all took a year off?" pass my lips. Stop me from trying to belittle the achievements of colleagues who have recently gained higher qualifications. Help me to recognize the unpalatable truth that their knowledge may be more up to date than mine.

Give me sufficient insight and objectivity to perceive that some of my colleagues may possibly be better able than I to promote the students' academic and personal welfare, and give me the grace to admit this openly.

All-in combat

Peter J. C. Bowie

Over the past two years freestyle wrestling has been taught to boys aged 10 and 11 in our junior school. Wrestling is an excellent sport for developing strength and agility, and much concentration is needed in performing the many skilful tactics.

Ours is an urban school, and because of the confined limiting factors of playground and playing field, boys often become frustrated, and self-control is strained. In order to produce a suitable outlet for these frustrations, wrestling has distinct advantages over boxing and judo, in terms of equipment and the relative simplicity of techniques. The current vogue of Kung Fu and professional wrestling makes our wrestling club a popular attraction.

The sport is introduced as an extra-curricular club activity limited to 12 boys per half-hour session. Equipment consists of six Rectical rubber mats (475cm x 120cm each). As an introductory session, the first session is taught, to allow the boys to appreciate the science of falling and experience close personal contact. Warm-up tumbling exercises such as forward and backward rolls are always practised at the beginning of a lesson, in order to emphasize the importance of agility. The boys also practice "bridging" exercises to strengthen the neck muscles.

The boys are matched according to height and weight. They then practise in pairs on a single mat, perfecting the various attacks and defences. Ground throws are taught first, followed by throws from a standing position. After practising a specific throw, the pairs are pushed together to form a large wrestling mat. Three-minute bouts then take place between the wrestlers. Strict control of spectators and combatants alike is essential, and emphasis is placed upon the etiquette of wrestling. The boys sitting around the mats have the task of keeping all the mats together while the contest takes place.

As the boys become more proficient, and because of the lack of a proper wrestling mat and personal equipment, it is necessary to curtail the wrestling after about 12 or 15 sessions, for safety reasons. The club, therefore, gives a taste of wrestling and is an outlet for excess energy and the desire to participate in a controlled personal combat sport.

Peter J. C. Bowie is senior teacher at Lordship Lane Junior School, Wood Green, London.

Twenty years on

Stanley Sharpless

Crocodile from Grey Towers,
ancient seat of learning,
Trailing down the avenue, pair by
grisly pair,

With a cargo of snobbery,
Hauteur, prejudice,
Exaggerated accents and upperclass stare,

Arnold-haunted small-fry from the
local Grammar,

Standing in a huddle, waiting for
the bus,

With a cargo of sniggers,
Spectacles, horseplay,
Breathless and Angst stemming
from Eleven-Plus,

Hordes of little bastards from the
Secondary Modern,

Gadarening home to the Children's
Hour or News,

With a cargo of comics,
Candy Floss, ice cream,
Hollywood values and low IQs.

This poem was originally published in the New Statesman and Nation in 1956.

CASSETTES IN THE CLASSROOM

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How many lessons give you time to think? Times Cassettes can help. Prepared with the expertise of The Times, The Sunday Times and The Times Supplements behind them Times Cassettes make a useful and practical teaching aid. Most last about an hour, so each side fills a period with time left for discussion.
Just look at the subjects where a Times Cassette can fill in for you...

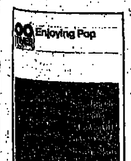
MUSIC

Enjoying Bach Harpsichord Music

The infectious enthusiasm of Felix Aprahamian (music critic, *The Sunday Times*), his fascinating commentary, and the superbly played examples from Colin Tilney make this the perfect guide. Over 60 minutes.
"Played with just the right atmosphere of informal elegance" *Hampstead and Highgate Express.*
"A model of what such cassettes should be" *The Times Educational Supplement.*
"Bach is not my favourite composer, but this cassette is gradually winning me over" *The Independent, Plymouth.*

Enjoying Chopin

Another splendid cassette, with Felix Aprahamian explaining representative music from throughout Chopin's life, and Martino Tirimo playing. 60 minutes.
"Martino Tirimo's playing has all the ingredients of a first-rate artist ... this is Chopin played by a master. Felix Aprahamian ... musically incorrigible speaker, whose one idea is to enthuse others with his own bubbling enjoyment of great music" *Denby Richards, Hampstead and Highgate Express.*



Enjoying Pop: The 20th Century Panorama

An educated guide to the popular music of our day, and our century. With examples from Billie Holiday, The Who, Yes, Focus, Ella Fitzgerald, Count Basie, Steeleye Span and many more. Double-play cassette. Over 90 minutes.
"If there are many others like me "Enjoying Pop" must be a resounding success." *John Dankworth.*
"... wise and entertaining... A splendid assemblage" *Yorkshire Evening Press.*
"Found his description of the evolution of modern pop quite fascinating" *Kaleidoscope, BBC Radio 4.*

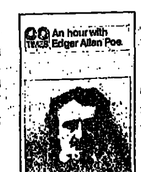
LITERATURE

Come Love with Me

The perfect cassette to introduce English love poetry to reluctant adolescents. From Herrick to MacNeice, from John Donne to Thom Gunn, poems familiar and unfamiliar are woven with music into five short sections. It's entertaining, romantic and fun.
Over 55 minutes.
"... a pleasant change" *Coventry Evening Telegraph.*

An Hour with Damon Runyon

Runyon almost invented American gangster patois, and the guys and dolls he described are tough and lawless. Despite this, his use of language, his command of situation and dialogue, are nothing short of brilliant. This cassette contains four excellent short stories by a master of the genre, amusingly read in an appropriate Brooklyn accent by Al Mancini. 60 minutes.



An Hour with Edgar Allan Poe

Four of the greatest stories by the master of the macabre told, with sparing but telling dramatic effects, by Edgar Lustgarten in coolly terrifying style. Over 60 minutes.
"Mr. Lustgarten succeeds admirably" *The Times Educational Supplement.*
"Guaranteed to give you the creeps" *Evening Star, Wolverhampton.*
"Spinechilling." *Retail Newsagent.*
"Agreeably sinister tones" *The Times.*

HISTORY

Invasion! The Spanish Armada

There have been many invasion threats to Britain. This cassette dramatises one of the most potent: the mighty Armada sent by Philip of Spain against the navy of Elizabeth I and her sea captains, led by Sir Francis Drake. A crucial narrative of stirring history, relived with verve and freshness, starring Francesca Annis. 60 minutes.

DRAMA

Dr. Faustus

Marlowe's most famous play specially adapted by John Peter to keep the best of the drama, the finest of the language, within an hour. Starring Peter Jeffrey and Timothy Bateson. Over 50 minutes.
"Marlowe's finest drama vigorously adapted ... it gains from deft editorship ... An ideal accessory for students" *The Sunday Times.*
"A really fine performance. It brings the play to life, brings out its humour as well as its dramatic qualities." *Brian Swain, BBC WM Radio, Birmingham.*

Heroes, Villains and True Love Conquers All

The world of Victorian melodrama of willing heroines and powerful action with a host of scenes from the best plays of the period acted, musically explained and related to the development of English-speaking theatre. With Simon Ward, Jess Ackland, Raymond Francis, Kate Nicholls, Prunella Scales. 60 minutes.

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Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Primary Education
Headships 18
Deputy Headships Senior Masters/Mistresses 18
Scale 2 Posts 18
Appointments in Scotland 18

Middle School Education
Other than by Subjects 18

Secondary Education
Deputy Headships Senior Masters/Mistresses 18
Art and Design 18
Domestic Subjects 18
Economics 18
English 18
Mathematics 18
Modern Languages 19
Pastoral 19
Religious Education 19
Science 19
Speech and Drama 19
Technical Studies 19
Other than by Subjects 19

Special Education
Scale 1 Posts 19

Independent Schools
Domestic Subjects 19
English 19
History 19
Mathematics 19
Modern Languages 19
Physical Education 19
Science 19
Other than by Subjects 19

Preparatory Schools
English 19
Geography 19
Other than by Subjects 19

Colleges of Further Education
Directors and Principals 20
Other Appointments 20

Colleges and Departments of Art 20

Universities 20

Adult Education 20

Community Homes and Associated Institutions 20

Youth and Community Service 20

Overseas Appointments 21

Administration
Local Education Authority 21
General 21

English as a Foreign Language 21

Appointments wanted 21

Other classifications

Educational Courses 21
Awards and Scholarships 21
Personal Announcements 21
Exhibitions 21
For Sale and Wanted and Postal Shopping 21
Holidays and Accommodation 21
Home Exchange Holidays 21
Typing and Duplicating 21

Teachers wishing to apply for a post in Scotland are advised to ask the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5 AF) for information about eligibility for registration with the council.

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Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

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Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to :—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

Primary Education

Headships

CORNWALL
EDUCATION COMMITTEE
Applications are invited from active communicant members of the Church of England for the following Primary Headship:—
LANDRAKE. SIR ROBERT GEFFERY'S ENDOWED C. OF E. PRIMARY SCHOOL.
Group 2
(78 on roll)
Vacancy occurs on April 26, 1977.
Application forms and further details from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope, and returnable to R. D. Brayne, Clerk of the Company, Ironmongers Hall, Barbican, London EC2Y 8AA.
Closing date: January 10, 1977.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro.

Deputy Headships Senior Masters/ Mistresses

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
PLATT C.E. (AIDED) PRIMARY SCHOOL
Sevenoaks
(Group 4) — DEPUTY HEAD TEACHER for April, 1977.
For full details and application form write (stamped addressed envelope) to the Headmaster at the school.
Revised closing date January 14.

Other Posts on Scale 2 and above

CROYDON
(London Borough of)
BEULAH JUNIOR SCHOOL,
Beulah Road, Thornton Heath,
Surrey CR4 8JF
Tel.: 01-653 4041
Tenable: Easter Term 1977:
Experienced and well qualified TEACHER required for THIRD YEAR CLASS to be responsible in addition to normal class teaching for the organisation of Needlework/Art/Craft throughout the school and the ordering and distribution of stock for this.
Salary—Burnham Scale 2, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from, and returnable to, the HEAD TEACHER at the above address as soon as possible.

Appointments in Scotland

BORDERS REGIONAL COUNCIL
PRIMARY SCHOOLS
TEACHING POSTS
[illegible]

PART-TIME POSTS
PART-TIME TEACHER OF NEEDLECRAFT/HOME ECONOMICS
EDENSIDE PRIMARY SCHOOL
Kelso
(Half-day each day)
(Mr R. J. Petrie, Head Teacher Kelso 2364)
Sympathetic consideration will be given to the housing needs of applicants.
Application forms may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells, TD6 0SA.
Completed forms should be returned to the Director of Education, same address, not later than 6 January, 1977.

Middle School Education

Other than by Subject Classification

Other Posts on Scale 2 and above

HAMPSHIRE
STUBBINGTON STUDY CENTRE
184 Stubbington Lane, Stubbington Fareham
Required for May, 1977 —
Scale 2 or 3—a residential female TEACHER with interest in Environmental Education for this Environmental Field Study Centre.
Stamped addressed envelope to the Acting Warden for details.

Secondary Education

Deputy Headships Senior Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL AND COMMUNITY COLLEGE
Wentworth Drive, Bedford
(Group 11)
SECOND MASTER/MISTRESS required for September, 1977.
The principal area of responsibility for the person appointed will be as Director of Studies (for 16+) education.
[illegible]
Application forms and further particulars available from the Head Master at the School.

ESSEX
MARK HALL COMPREHENSIVE SCHOOL
(Roll 1,370)
First Avenue, Harlow
(Telephone: Harlow 39121)
DEPUTY HEAD
A well-qualified and experienced TEACHER required. [illegible]
Applications close [illegible]
Application forms and further particulars [illegible] from the Head of the School [illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMES DIVISION
KING ETHELBERT COUNTY SECONDARY SCHOOL
Birchington
Group 7. Roll: 790 (mixed).
Age range: 11-18
SECOND MISTRESS / MASTER required from September 1, 1977. Applications are invited from suitably qualified and experienced teachers. Involves considerable responsibility for the educational and pastoral welfare of the girls. A variety of teaching subjects can be accommodated.
Further details and application forms from the Headmaster on receipt of stamped addressed envelope. Closing date: January 6, 1977.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ASHTON-ON-MERSEY SECONDARY SCHOOL FOR GIRLS
(420 girls)
Cecil Avenue, Sale, Cheshire, M33 5BR. Tel. 061-973 5867
DEPUTY HEAD
(Group 7)
Required from 1st April, 1977. Please state special subject interests.
Application forms, available from the Head of the School, should be returned as soon as possible.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ST. FRANCIS OF ASSISI (AIDED) R.C. COMPREHENSIVE SCHOOL
Erdington Road, Aldridge, Walsall
(Group 11; 11 to 18 Comprehensive)
Required for January 1977 or as soon as possible thereafter: Qualified TEACHER for the following post in DESIGN EDUCATION. Experienced and well qualified teacher of Pottery preferred. Scale 2 available from September 1977.
Application forms and further details of the school may be obtained by telephone (Aldridge 56066). Completed forms to the Clerk to the Governors, c/o the school as soon as possible.

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Domestic Subjects

Scale 1 Posts

BRENT
(London Borough of)
SECONDARY SCHOOL
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll, 1,800; 11 to 18)
Required as soon as possible for a full-time temporary position until August 31, 1977, for this nine-form entry comprehensive school.
HOME ECONOMICS TEACHER (Scale 1 or 2 according to experience) to teach NEEDLECRAFT and some COOKERY. The school has modern cookery and needlecraft rooms. Ability to assist with games an advantage.
London Allowance £402.
Candidates should apply by letter to the Head of the school as soon as possible, giving age, present post, qualifications, experience and references.

Scale 1 Posts

CHANNEL ISLANDS
STATES OF JERSEY EDUCATION COMMITTEE
ST. HELIER BOYS SCHOOL
Required for January, 1977, or as soon as possible thereafter—
A TEACHER of DESIGN CENTRED STUDIES (Scale 1) capable of bringing to the team an expertise in WOOD and PLASTICS but with the ability to contribute to foundation courses requiring a much wider range of interests and skills. Candidates prepared for C.S.E. Mode 3 courses in Design Studies and Applied Design.
Application forms and further details from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Head Teacher of the school as soon as possible.

Economics

Scale 1 Posts

ESSEX
NICHOLAS COMPREHENSIVE SCHOOL
(Roll: 1,500)
St. Nicholas Lane
Laindon, Basildon
Tel.: Basildon 43391
Required for January, 1977, to teach well established VIth Form classes. Ability to teach COMMERCE advantageous. London Fringe Allowance of £150 payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

English

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE FRANK HOOKER SECONDARY SCHOOL
Canterbury
(Mixed) 939 pupils
Applications are invited from qualified TEACHERS for the post of HEAD of the ENGLISH Department (Scale 4) in this Group 10 school, from the beginning of the summer term, 1977. The vacancy arises due to the retirement of the present holder.
The successful applicant should have experience of all-ability levels and an interest in drama. Pupils take a variety of courses including C.S.E. and "O" levels.
Application forms and further details may be obtained from the Headmaster, to whom the completed forms should be returned.

Other Posts on Scale 2 and above

HAMPSHIRE
SOUTH-EAST AREA
HORNDEAN SCHOOL,
Barton Cross, Horndean
Comprehensive Mixed 11-18,
1,010 on Roll
Required for April, 1977, ENGLISH GRADUATE, Scale 3, Second in the Department.
Stamped addressed envelope to the Head for details.

Scale 1 Posts

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
GRANGE SCHOOL
Rochdale Road, Oldham
Required immediately at this 11 to 18 Mixed Comprehensive School of about 1,140 pupils, Scale 1, TEACHER of ENGLISH to immigrant pupils.
Send stamped envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT COMPREHENSIVE SCHOOL
Court Street, Madeley, Telford Salop
Wanted as soon as possible, ENGLISH TEACHER, Scale 1. Temporary post for one term, in first instance.
Further details from Head (stamped addressed envelope).

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ASHTON-ON-MERSEY SECONDARY SCHOOL FOR BOYS
(435 boys)
Cecil Avenue, Sale, Cheshire M33 5BR.
Telephone: 061-973 1179
ENGLISH, Scale 1.
Required for Easter, 1977.
Ability to offer History and/or French an advantage.
Application forms available from the Headmaster should be returned by 13th February 1977.

Mathematics

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE FRANK HOOKER SECONDARY SCHOOL
Canterbury
(Mixed : 939 Pupils)
Applications are invited from experienced TEACHERS for the post of HEAD of MATHEMATICS, Scale 4 in this Group 10 school, which falls vacant due to the promotion of the present holder.
The successful applicant will be responsible for pupils taking a wide variety of courses including C.S.E. and "O" levels.
The appointment will date with the Summer Term, 1977.
Application forms and further details may be obtained from the Headmaster to whom completed forms should be returned.

Other Posts on Scale 2 and above

ESSEX
EASTWOOD HIGH SCHOOL FOR BOYS (MODERN)
Rayleigh Road, Eastwood,
Leigh-on-Sea
(Roll : 890, 100 in Sixth)
Tel: Southend-on-Sea 525388
Required April or September, TEACHER of COMPUTER SCIENCE/MATHEMATICS (C.S.E., "O" and "A" level). Scale 3 if responsible for Computing. Superb facilities (link to ICL 4130 and Mini Computer 8200).
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
OLDBOROUGH MANOR SCHOOL
Boughton Lane, Maidstone
1,350 Mixed High School
(Thames-side Scheme)
Required January, 1977, MATHEMATICS TEACHER [illegible] in department [illegible] responsibility for [illegible] Lower School. The Lower School has a 12-form entry comprehensive intake and is organised on broad ability within three broad bands. Much of the teaching is based on an individual learning [illegible] using the resources of the [illegible] Maths Project.
The successful applicant will be experienced in individual learning in a mixed ability situation and will be responsible for the organisation of mathematics in the first two years including curriculum development. Experience of SMP is not essential.
The school is situated in [illegible] spacious grounds near the [illegible] of Maidstone with full facilities.
Details (stamped addressed envelope) from the Headmaster to whom applications should be sent as soon as possible.

Scale 1 Posts

CROYDON
(London Borough of)
SELHURST HIGH SCHOOL FOR GIRLS
The Crescent, Croydon
(Tel.: 01-684 [illegible])
Tenable: January [illegible] 1977
Required for girls of [illegible] school for MATHEMATICS TEACHER [illegible] examination and non-examination forms. An ability to teach Science would be an advantage. Scale 1.
Salary: Burnham Scale 1 plus London Area Allowance. Expenses may be reimbursed (details on request).
Please send stamped addressed envelope for application form to the Head at above address [illegible]

SECONDARY Mathematics continued

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
EDMONTON SCHOOL
(Mixed Comprehensive)
Great Cambridge Road, Enfield.
[illegible] of MATHEMATICS required for January, 1977, or as soon as possible.
Consideration given to the following: 100 per cent removal expenses with relocation grant; assistance with housing accommodation; temporary lodging allowance up to two years, £10 per week; lodging allowance (up to £10) in certain cases.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
SHOEBURYNESS COMPREHENSIVE SCHOOL
(Roll : 1,030)
Caulfield Road, Shoeburyness
Tel : Shoeburyness 2210
Required from January 1, 1977, in this mixed 11-18 comprehensive school. Please state subjects offered: other subjects offered.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE SELE SCHOOL
Welwyn Road, Hertford
(Mixed-ability Co-educational)
(Group 10)
MATHEMATICS TEACHER is required for January to teach throughout the school. Initially this is a temporary appointment for one term, but a candidate with suitable qualifications and experience could be considered for a permanent position. Applications should be made in writing giving the name and address of two referees, to the Headmaster.

Modern Languages

Heads of Department

SURREY
BISHOP CHURCHILL SCHOOL
Hermitage Road, St. John's, Woking
Tel: Brookwood (0483)
HEAD of MODERN LANGUAGES.
Required for April, 1977, a well qualified TEACHER to take charge of a well established language department at this 10-form entry comprehensive school. The school is housed in modern buildings in a pleasant residential area just outside Woking. The languages currently on offer are French, German and Spanish, in addition to Latin. The successful candidate will be expected to show a competence in two of these.
Application forms and further information are available from the Headmaster, Mr. V. B. Devereux, at the school.

Pastoral

Other Posts on Scale 2 and above

ESSEX
NICHOLAS COMPREHENSIVE SCHOOL
(Roll 1,500)
St. Nicholas Lane, Laindon,
Basildon
Telephone: Basildon 43391
HEAD OF UPPER SCHOOL
Scale 4. A suitable well qualified experienced teacher is sought for this important post. He will be responsible for the wellbeing of all pupils in the 5th, 6th and 7th years, and therefore for the organisation and oversight of all courses leading to this end.
[illegible] through the Comprehensive [illegible] Deputy Headship. London Fringe Allowance £150.
Application forms and further particulars may be obtained from the Head of the School to whom completed forms should be returned.

Religious Education

Other Posts on Scale 2 and above

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ST. FRANCIS OF ASSISI (AIDED) R.C. COMPREHENSIVE SCHOOL
Erdington Road, Aldridge, Walsall
(Group 11; 11-18 Comprehensive)
Required for January, 1977, or as soon as possible thereafter, TEACHER for the following post: RELIGIOUS EDUCATION. Public examination experience desirable. Scale 2 available from September.
Application forms and further details of the school may be obtained by telephone (Aldridge 56066). Completed forms to the Clerk to the Governors, c/o the school as soon as possible.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
[illegible] COUNTY SECONDARY SCHOOL
[illegible]

Science

Scale 1 Posts

BRISTOL
ST. MARY REDCLIFFE AND TEMPLE C. OF E. VOLUNTARY AIDED SCHOOL
Somerset Square, Bristol BS1 6RT
Mixed six-form entry comprehensive school drawing from whole of Avon.
Required for April, 1977: GRADUATE, preferably experienced, able to teach PHYSICS to A level and MATHEMATICS to O level, or vice-versa.
Further details from Headmaster on receipt of stamped addressed envelope.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST PAUL'S R.C. SECONDARY SCHOOL
(650 mixed)
Bradfield Road, Urmston, Manchester, M31 1PA
Telephone: 061-748 4571
SCIENCE AND MATHEMATICS, Scale 1.
Required for March 1st, 1977.
Application forms, available from the Head of the School, should be returned as soon as possible.

Speech and Drama

Other Posts on Scale 2 and above

ESSEX
TORELLS SCHOOL
(Roll.: 1,200)
Burton Road, Grays
Tel : Grays Thurrock 71551.
DRAMA
Required for Easter, 1977, teacher to take Drama throughout the School. Excellent studio facilities. Established C.S.E. Mode 3. Scale 2 post for an experienced teacher, but a new entrant would be considered at Scale 1.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

Technical Studies

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
A TEACHER to take charge of METALWORK/DESIGN (Scale 3) is required for April, 1977, or earlier. The subject is taught within the Design Faculty and a broadbased approach to creative work is looked for. Interest or experience in Project Technology or Industrial Design would be an asset.
The school has a seven-form entry covering the whole ability range, the buildings are new and the workshop facilities are excellent. Design courses exist to "O" level and there are good opportunities for development.
Letters of application naming two referees should be submitted to the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU, from whom further details are available.

Scale 1 Posts

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
ST. HELIER BOYS' SCHOOL
Required for January 1977, or as soon as possible thereafter a TEACHER of DESIGN-CENTRED STUDIES (Scale 1) capable of bringing to the team an expertise in WOOD and PLASTICS but with the ability to contribute to foundation courses requiring a much wider range of interests and skills. Candidates prepared for C.S.E. Mode 3 courses in Design Studies and Applied Design.
Application forms and further details from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Head Teacher of the school as soon as possible.

HERTFORDSHIRE
SOCIAL SERVICES
GEDDINGS ADULT TRAINING CENTRE
Pindar Road, Off Essex Road
Hoddesdon
INSTRUCTOR (male or female) required at the above Training Centre for the Mentally Handicapped.
Salary on scale £2,193 to £2,853 plus up to £312 Annual Supplement plus £150 per annum fringe area allowance. Candidates with engineering or allied trade qualifications an advantage.
Further progression to £3,009 per annum is dependent on persons holding the Diploma in Training and Further Education of Mentally Handicapped Adults. Preference will be given to candidates holding this diploma, or with appropriate qualifications or experience.
Commencing salary according to qualifications, ability and experience.
This is a 37-hour, five-day week post.
Telephone enquiries and visits by intending applicants will be welcomed by the Manager, Mr Gooderham (Telephone Hoddesdon 66366) before 23rd December and after 5th January 1977 (Centre closed), who will also supply application forms for submission to the Director of Social Services, County Hall, Hertford. Please quote reference M.91. [illegible] Monday 17th January.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
THE ASTOR OF HEVER SCHOOL
Oakwood Road, Maidstone
(1100 Mixed)
(High School with comprehensive Lower School. New buildings with good facilities, G.C.E. "O" level, internal examination and C.S.E. courses).
Required January, 1977, TEACHER in the TECHNICAL SUBJECTS DEPARTMENT, mainly METALWORK, but versatility looked for. Could still a beginner, but for an experienced teacher able to undertake pastoral, or other responsibilities, a Scale 2 post a possibility.
Application, giving curriculum vitae and the names of two referees, to the Headmaster, from whom further details are available on receipt of stamped addressed envelope.

Other than by Subject Classification

Other Posts on Scale 2 and above

BIRMINGHAM
VOLUNTARY AIDED SECONDARY SCHOOLS
Scale 2 posts and above
ST. ALBAN'S C.E. SECONDARY SCHOOL
Angelina Street, B12 0UU
Scale 2. Assistant for GIRLS' P.E.—possibly to take charge. Good facilities—very successful department. For January. Applications to Headmaster.
COUNTY SECONDARY SCHOOLS
Scale 1 posts
Requests for application forms should be sent direct to Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.
HAMPTON SCHOOL
Wooley Castle, B29 6LL
Required January: Temporary post to July, 1977, S.P.S. allowance. ENGLISH. BOYS' GAMES would be an advantage.
There is a scheme for assistance with removal expenses.

Scale 1 Posts

DORSET
FOSTER'S SCHOOL
Sherborne
Required, as soon as possible, temporary part-time TEACHER of GENERAL SUBJECTS, including some English, Mathematics and Geography for the 11-13 age group. Help with games an advantage.
Apply to Headmaster.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ARNOS SCHOOL (Comprehensive)
Wilmer Way, Southgate, N14 7HY
Roll 717
Required for January 6th, 1977, temporary TEACHER for GENERAL SUBJECTS, mainly with Junior forms. Ability to teach any of the following will be helpful: Science, Mathematics, Handicraft, Games.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
EDMONTON SCHOOL (MIXED COMPREHENSIVE)
Great Cambridge Road, Enfield, Middx.
(Roll : 1,400)
Required for January 1977 a temporary TEACHER for GENERAL SUBJECTS, initially for the Spring Term.
Candidates should state their special interests. This post could be suitable for either a secondary or primary trained teacher.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

Special Education

Scale 1 Posts

BATH
WARLEIGH SCHOOL,
Warleigh Manor, Bathford,
Bath BA1 8EE
Required for March 1977, a full-time ASSISTANT TEACHER, preferably infant trained, at this Residential Special School for intelligent maladjusted boys aged 7-13 years. This is a challenging post in a therapeutic community, with the opportunity for the successful applicant to join an integrated child-care and teaching team.
Salary per Burnham Scale plus extraneous duties allowance, and Special Schools allowance.
Application forms and full details are available from the Principal.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
ST. BARTHOLOMEW'S SPECIAL SCHOOL
North Street, Milton Regis
Sittingbourne, Kent
January or April, 1977. TEACHER required for the Special Care Unit for severely handicapped children at the school. Temporary post in the first instance.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned.

MAIDSTONE DIVISION
OAKFIELDS COMMUNITY HOME
Harrietsham
Experienced TEACHER required as soon as possible to teach in a community home dealing mainly with delinquent boys aged between 14 and 16 years.
Applications (stamped addressed envelope) from Divisional Education Officer, Astley House, Hastings Road, Maidstone.

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
TEACHER (Scale 1 plus special schools allowance).
HURST SCHOOL.
This school is for E.S.N. (M) children, aged five to 16 years.
The successful candidate will work with a group of nine to 14-year olds in a team teaching arrangement.
Application forms are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed forms should be returned by Tuesday, January 4, 1977, at the latest.

SUFFOLK
COUNTY COUNCIL
HEATHSIDE E.S.N. (S) SCHOOL
Heath Road, Ipswich
Required for Easter, 1977, one TEACHER (Scale 1, with special schools allowance) for NURSERY CLASS to be established.
Nursery experience desirable, nursery N.N.E.B. (N) experience an advantage.
Further particulars and form of application obtainable from the Head on receipt of a stamped addressed envelope, should be completed and returned as soon as possible.

Independent Schools

By Subject Classification

English

BERKSHIRE
ETON COLLEGE
Required for September 1977 an experienced GRADUATE to teach ENGLISH. Candidates should be prepared to help in the organisation of Junior English in the school and to teach "O" level language and literature. An interest in creative writing is essential. Accommodation provided.
Apply, sending curriculum vitae and the names of two referees, to the Head Master, Eton College, Windsor, Berkshire from whom further details can be obtained.

CLWYD
LINDISFARNE COLLEGE
Wynnstay, Ruabon, Wrexham
Required in January, graduate TEACHER of ENGLISH, to teach up to and including G.C.E. "O" level.
Salary: Burnham plus. Scale according to qualifications and experience. Government Superannuation: bachelor accommodation.
Applicants having one or more of the following out-of-school interests will be at an advantage: games, scouts, cadets, mountaineering, drama.
Apply immediately to the Headmaster giving curriculum vitae and the names and addresses of at least two referees.

History

BRISTOL
SACRED HEART HIGH SCHOOL
Chew Magna, Bristol BS18 8PT
(190 girls 11 to 18 years)
TEACHER required for 1st February, 1977, to teach ENGLISH and HISTORY to "O" level. Graduate preferred. Appointment is for two terms only. Burnham Scale 1.
Please apply to Headmistress, giving the names of two referees.

HAMPSHIRE
Required January :—
Resident TEACHER for HISTORY to "O" level, and 1st and 2nd-year LATIN: duties in girls' dormitories and dining room.
Apply in writing to Headmaster, Hilsea College, Oakley Hall, Basingstoke, Hampshire RG25 7EJ

SUSSEX
Required in January, GRADUATE to teach HISTORY to "A" level with subsidiary English if possible. Independent, recognised girls' school.
Please apply with copies of testimonials and/or names of referees to the Headmistress, Convent of the Holy Family, Littlehampton.

Mathematics

CHESHIRE
(Readvertisement)
Versatile graduate TEACHER of MATHEMATICS and SCIENCE required in the New Year to work in a School of English as a Foreign Language. Experience of EFL desirable, although not essential.
Please send c.v. to: The Director of Studies, English in Chester, 9 Stanley Place, Chester CH1 2LU.

WANTED, January, 1977, independent grammar school, north-west Middlesex, young mathematician to take subject to "O" level.—Write Box TES 2823, The Times, WC1X 8EZ.

Modern Languages

Heads of Department

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset,
BA10 0NT
(100 in VIth Form)
Required in September, 1977, HEAD of MODERN LANGUAGES Department, graduate in French and German (teacher). Please state subsidiary languages [illegible]
Inquiries and applications to Headmistress, Bruton [illegible]

Other Assistants

BARNET
QUEEN ELIZABETH'S GRAMMAR SCHOOL FOR BOYS
Queens Road
Barnet
London N 11
Telephone 01-[illegible] 5777
Required immediately, GRADUATE to teach FRENCH to "O" level, Burnham Scale. Temporary post for one or two terms.
Apply to the Headmaster giving the names of two referees.

BERKSHIRE
CROWTHORNE COURT
Newbury
Young FRENCH TEACHER required in January for small boarding school of 85 boys aged 11 to 17 to C.S.E. and "O" level. Help with games and activities desirable. Bachelor accommodation available. Burnham Scale with no deductions.
Apply with curriculum vitae to the Principal.

SOMERSET
CHILTON CANTELO HOUSE
Yeovil
Telephone Marston Magna 605
Co-educational Boarding (11 to 18)
There will be a vacancy in September for a fully qualified and enthusiastic TEACHER of FRENCH. Must be prepared to take part in Games and activities. Live in, young Housemaster's duties an advantage. Age under 30. Good discipline. Burnham.
Apply Headmaster.

Physical Education

SURREY
Required in September, 1977, a TEACHER to take PHYSICAL EDUCATION throughout the school, able to coach Lacrosse, Netball, Tennis, Rounders and Swimming. Resident or non-resident, Burnham Scale, Government Superannuation.
Apply with copies of testimonials to the Headmistress, Dunottar Independent Public Day and Boarding Schools for Girls, Reigate, Surrey.

Science

CHESHIRE
(Readvertisement)
Versatile graduate TEACHER of MATHEMATICS and SCIENCE required in the New Year to work in a School of English as a Foreign Language. Experience of EFL desirable, although not essential.
Please send c.v. to: The Director of Studies, English in Chester, 9 Stanley Place, Chester CH1 2LU.

GLOUCESTER
THE KING'S SCHOOL
Required for January 1977, TEACHER of BIOLOGY to Advanced and Scholarship level in this Independent Grammar School and old Cathedral School. Temporary or permanent appointment. Scale 2 post.
Applications to the Headmaster, with the names and addresses of two referees.

Other than by Subject Classification

LONDON, E.6
THE CENTRE FOR BUSINESS STUDIES
Requires part-time LECTURERS from January, 1977, in the following subjects, ECONOMICS, BUSINESS ORGANISATION.
For further information telephone 01-[illegible] 6167.

LONDON, W.4
Qualified TEACHER required for GENERAL SUBJECTS. Mornings commencing 9.30. Co-educational, small class of children over 11 to commence on May 4, 1977.
Details from Mrs. Bland, The Phillipps Stage School, 2 Rupert Road, W 4 [illegible] 6378 or 994 1810.

LONDON, W.8
LADY EDEN'S SCHOOL
41 Victoria Road, London, W.8.
Required for March/April, 1977, a trained, experienced TEACHER for 10-year-old girls. Special subjects MATHEMATICS, modern and traditional to Common Entrance standard. Geography and Science.
Burnham Scale salary. Government superannuation scheme.
Apply in writing, with references, to Miss C. Trevelyan, Headmistress.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 2BR
Telephone 01-734 0161
are seeking well-qualified experienced school teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

F.I.S. Vacancies in good independent schools. Details (enclose s.a.e.) to Staff Dept., 184 Camden Hill Gardens, London, W.8.

Preparatory Schools

By Subject Classification

English

PERTHSHIRE
IAPS school requires Senior ENGLISH MASTER in April. Games coaching an asset.
Cottage available for married man.
Burnham Scale, pension scheme.
Apply with curriculum vitae to Headmaster, Ardvreck, Crieff, Perthshire.

Geography

LONDON, N.W.8
ARNOLD HOUSE SCHOOL
3 Loudoun Road
Required in April, TEACHER for GEOGRAPHY and HISTORY to C.E. and P.S.S. standard, I.A.P.S. Boys' Day School. Non-resident, salary Burnham plus, Government superannuation.
Apply, with full details and curriculum vitae, to Headmaster.

Other than by Subject Classification

DEVON
ST. PETER'S SCHOOL
Lympstone, near Exmouth
I.A.P.S. 90 boys, 10 girls
GRADUATE and/or qualified TEACHER required from summer term to take a lively form of eight nine-year-old boys for GENERAL SUBJECTS and, if possible, to assist with MATHEMATICS to C.E. and P.S.S. levels. Must be able to coach major games and contribute fully to the life of this busy boarding and day school. Burnham Scale with Government superannuation.
Apply to Headmaster.

PERTHSHIRE
IAPS school requires resident Junior FORM TEACHER for small class of boys and girls aged 7½ to 8½.
Willingness to share own interests an asset.
Burnham Scale, Pension Scheme, etc.
Applications to Headmaster, Ardvreck, Crieff, Perthshire.

SURREY
KING'S HOUSE SCHOOL
Richmond
(I.A.P.S. Day Preparatory School)
Required for April, 1977 a qualified and experienced Form TEACHER to take over a class of 8 to 9 year old boys. Some help with the supervision of GAMES is required and the ability to teach French to this age group would be an advantage.
The school is a Trust and Burnham Scale, London Allowance and Government Superannuation are paid.
Please write to the Headmaster, King's House School, 68 King's Road, Richmond, Surrey, with all particulars including testimonials and names of referees.

SURREY
Required January 1977 in IAPS Boys Day Prep School, qualified and enthusiastic TEACHER to take GENERAL JUNIOR SUBJECTS including some FRENCH and LATIN at elementary level (ages 8-10).
Ability to assist with games and other activities an advantage. Salary by arrangement.
Applications to the Headmaster's Secretary, Nower Lodge School, Dorking, Surrey.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, having already completed a course of training, in the following subjects:-

DESIGN AND TECHNOLOGY
HOME ECONOMICS (Part Time only)
MATHS

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6428).

London Borough of Wandsworth

THE ROYAL PHILANTHROPIC, REDHILL, SURREY

The above is a complex of three separate establishments on the same campus, including Licensed Private School, Regional Assessment Centre and an Intensive Care Unit.

COMMUNITY HOME BUILDING CRAFTS TEACHER

This post will become vacant on 1st April, 1977. Applications are invited from suitably qualified and experienced people who will be interested in running this vocational training department.

The Community Home accommodates 70 boys, age range 14|-17 years, and the time-table provides a wide range of options so that groups seldom exceed 10 boys. Candidates must have a sympathetic and understanding attitude towards boys who have experienced many disadvantages in life. The person appointed will be expected to share the full range of residential duties and out of school activities for which there is an Extraneous Duties Allowance of £870 per annum.

SALARY: For qualified teachers: Burnham Scale 1 plus allowances totalling £1,443 plus £318 Supplement, plus £180 Inner London Weighting allowance for non-resident staff. Eight weeks' annual leave.

For a substantially qualified candidate, e.g., City and Guilds Full Technological Certificate, the appropriate J.N.C. Instructors' Scale (which is £2,535-£3,729 plus the above allowances totalling £1,935.

ACCOMMODATION: The post is at present non-residential with possibility of accommodation later.

Application forms and further particulars available from the Principal (foolscap stamped addressed envelope please).

Turkey, Ankara College

There are vacancies for September, 1977, for qualified teachers in English Language and Literature, Mathematics, Biology, Chemistry, Physics and General Science at the middle and high school levels.

Ankara College is a co-educational English medium school with a student roll of 6,300.

Salaries, which at present are under review, are paid in local currency. A proportion of salary can be transferred into Sterling. Two-year contracts for teacher and wife with return passages paid. Full medical cover and insurance under reciprocal agreement.

Interviews will be held in Britain in February, 1977.

Write for application form to:

Head of Foreign Staff
Ankara College
48 Ziya Gökalp Caddesi
Ankara, TURKEY

Headmaster

of St Mary's Secondary School, twelve miles from Salisbury, Rhodesia, an Anglican coeducational foundation of 500-plus enrolment. The vacancy arises from the sudden death of our founder Headmaster who built St Mary's from nothing to one of the largest and academically leading African schools in Rhodesia.

Salary scale, including Headmaster's allowance (Graduate with Teaching Certificate), Rhodesian $4,479 by $255 to $7,896, worth rather more than a similar scale in pounds sterling due to differences in exchange rates and cost of living. Employment on Campus could possibly be arranged for the incumbent's wife if so desired.

Previous African teaching experience, better still a working knowledge of Shona language, would be desirable.

The British Government warns UK nationals who take up employment in Rhodesia that:

(a) The regime in Rhodesia is an illegal one set in rebellion against the Crown;

(b) consular protection is not available in Rhodesia;

(c) the illegal regime has declared a state of emergency and all adult European men resident in Rhodesia are subject to indefinite periods of call-up for compulsory service in the armed forces.

Applications should reach the Chairman of Governors, St Mary's School, Private Bag 1305, Salisbury, Rhodesia, by February 14, 1977. Duties to commence May or September, 1977.

Interviews would be held in London.

MINISTRY OF DEFENCE

BURNHAM LECTURER GRADE 1

HIGHER EDUCATION CENTRE (Germany)
(TECHNICAL EDUCATION DEPARTMENT)

Applications are invited from suitably qualified teachers to fill this post in MARCH, 1977, or as soon as possible thereafter.

DUTIES: The Lecturer is responsible for teaching electronics, electricity and mathematics, as required by the Head of the Technical Education Department. It is anticipated that approximately half of the Lecturer's duties will be spent teaching electronics and/or electricity, and half teaching mathematics. The level to which these subjects are taught varies with different courses and includes work up to the standard of HNC.

QUALIFICATIONS: An appropriate degree or recognised equivalent would be an advantage. Experience in teaching Electronics in classes up to HNC level.

SALARY will be in accordance with the current scales for Teachers in Establishments for Further Education, England and Wales, i.e. £3,696-£4,977 plus £318 p.a. Supplement. Appointment at higher incremental point may be considered in exceptional circumstances. In addition, a London Allowance of £402 p.a. (or, alternatively, £268 p.a. for the single teacher) is payable. Provision for a tax-free Foreign Service Allowance may be paid.

The appointment is superannuable under the Teachers' Superannuation Act 1965.

Two months' notice of engagement is required.

Application forms and further details are obtainable from the Ministry of Defence, Overseas (Lt. Cmdr. 2(T)), Lacon House, Theobalds Road, London WC1X 8RY, quoting reference 0/1/1/1/1. Completed forms must be returned by 14th January, 1977.

Colleges of Further Education

Directors and Principals

SANDWELL
Metropolitan Borough of:
DEPARTMENT OF EDUCATION
WEST BROMWICH COLLEGE OF COMMERCE AND TECHNOLOGY
APPOINTMENT OF VICE-PRINCIPAL (ACTING)

Applications are invited for the above appointment which will be with effect from April 1, 1977 to March 31, 1979. (Salary £6,591 - £7,521). The College is in Group H and comprises departments of Accounting, Automotive Studies, Business Studies, Engineering, General Studies, Management, Metallurgy, Office Studies and Photography. These departments are grouped into four divisions which are based in the four main buildings which form the college complex in Wednesbury and West Bromwich.

The person appointed should have considerable experience in a large college of commerce and technology and preferably also technological or scientific, whose duties would be in the following areas:

(a) Sorely and maintenance of premises, machinery and domestic duties.

(b) Counselling and welfare of staff and students.

(c) Staff development and training.

(d) Academic oversight of the work of certain staff.

The person appointed would act all times as an Deputy the Principal in his absence.

Application forms and further particulars can be obtained from the Director of Education, Sandwell, West Bromwich, West Midlands, B70 8RU.

Other Appointments

DERBY
COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF CONSTRUCTIONAL CRAFTS AND FABRICATION

Applications invited for the post of LECTURER Grade II in GENERAL CONSTRUCTION.

The person appointed will have an extensive knowledge of the construction industry and will be expected to teach and develop Building Science in General Building and Craft Courses.

Salary: £2,469 to £4,377 per annum plus £318 Supplement.

For application form and further details, stamped addressed envelope to: The Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby, DE3 8UU.

HEREFORD AND WORCESTER
BOARD COMMUTES
HEREFORD COLLEGE OF
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

VACANCIES: Grade A SECRETARIAL SUBJECTS is required as soon as possible. Applications and particulars available. Applicants should be under 30 years of age (Lecturer 2000 and over). Shorthand/Typewriting and Secretarial Practice/Secretarial duties.

Willingness to undertake some Clothing would be an advantage.

Applications to the Principal with full details of this advertisement and the names of two referees to the Personnel Department, Hereford College of Art, Folly Walk, Hereford, HR1 2LT.

LONDON
INNER LONDON EDUCATION AUTHORITY
CITY LITERARY INSTITUTE
COLLEGE FOR FURTHER EDUCATION

Keeley Street, Bell, London WC2B 4BA

Required as soon as possible in the Department of Commercial Education, Secretarial Studies, Languages and Communication with the general needs, teaching of Languages, Shorthand and Typewriting, Secretarial Duties, Commercial Subjects and Communication.

Candidates should be graduates and for G.C.E. 'A' examinations in Languages. Ability to offer another relevant subject will be an advantage.

Applicants must be suitably qualified and teacher trained.

Salary scale (under review) £2,469 to £4,377 plus £318 supplement and £1,104 London Allowance (Inner London Area) sterling.

Application forms and further particulars from the Assistant Secretary (Staffing and Organisation), 116 Theobalds Road, London WC1X 8RX. Removal expenses may be available.

Application forms available from the Appointments Officer, Polytechnic of Central London, Regent Street, London W1R 5AL, addressed envelope (quarto size, 9½" x 6½") returnable by 31st December 1976.

SALFORD
COLLEGE OF TECHNOLOGY
Frederick Road, Salford M6 6PU
Phone: 061-736 6541

DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT

Applications are invited for *the following posts:*

LECTURER Grade I in:

SHORTHAND and TYPEWRITING; LAW with GOVERNMENT; SOCIAL ADMINISTRATION and HUMAN RELATIONS

Salaries on Burnham Technical Scale: £2,469 to £3,177 plus £318 per annum additional payment.

Further particulars and forms of application may be obtained from the Principal.

WIGAN
(Metropolitan Borough of)
LEIGH COLLEGE
DEPARTMENT OF SCIENCE, MATHEMATICS AND COMPUTING

LECTURER I
Salary scale £2,469 to £3,177 (plus £318 supplement).

To teach BIOLOGY to G.C.E. Advanced level. The successful candidate will share the responsibility for the development of the Biology Division. Applicants should be graduates, preferably with teaching training.

Leigh College, opened in September, 1975, as a result of the amalgamation of two colleges, is a new tertiary institution offering full-time and part-time education in the Leigh area.

The department is situated in new buildings and has well-*planned and spacious laboratories.*

Further particulars and application forms available from the Principal, Mr. A. Leigh Collinge, Manchester Road, Leigh, to whom they should be returned by the 7th January.

Colleges and Departments of Art

BARNSLEY
Metropolitan Borough Council
SCHOOL OF ART

Applications are invited from suitably qualified and experienced GRAPHIC DESIGNERS for a temporary post to teach Packaging Design to Foundation and Diploma students wishing to specialise in the Graphic Design field as a result of these courses.

The post is for six hours each Friday, commencing January 14th, 1977.

Application forms and further details obtainable from the Principal, School of Art, Church Street, Barnsley, S70 2AH. Completed forms should be returned within 14 days of the appearance of the advertisement.

The above post is open to male/female applicants.

Universities

KENYA
UNIVERSITY OF NAIROBI

Applications are invited for the post of LECTURER in ARCHAEOLOGY in the DEPARTMENT of HISTORY.

Applicants should have at least a Master's degree in Archaeology with specialization in African Archaeology as well as some knowledge of Prehistoric and Asian Archaeology. Post-graduate training will be given to candidates who have previous experience in teaching and research and a Ph.D. or equivalent in the following: late Tertiary and Pleistocene geology, geomorphology, lithic analysis and fossil man. The appointee will be expected to teach both undergraduate and postgraduate students, carry out research in the field and laboratory and help in the development of archaeology as an University academic discipline. Salary scale: KS1,862 to KS3,096 per annum (KS1 = £1.43 sterling).

The British Government is unlikely to provide assistance for this post. FSSU; family passages; various allowances. Detailed applications (2 copies) including full curriculum vitae and naming 3 referees should be sent by April not later than 15th January, 1977, to the Director (Recruitment and Training), University of Nairobi, P.O. Box 30197, Nairobi, Kenya. Applicants residing in the UK should also send copy to Inter-University Council, 90-91 Tottenham Court Road, London W1P 0PT. Further particulars may be obtained from either address.

KENYA
UNIVERSITY OF NAIROBI

Applications are invited for the post of: DIRECTOR of the INSTITUTE for DEVELOPMENT STUDIES.

Applicants should have a Ph.D. or equivalent in Economics, Sociology, Public Administration or related discipline and have had considerable teaching and teaching experience in a wide range of subjects in the economic development, preferably in Kenya. The Director will be responsible for co-ordinating and directing the *Institute's overall programme* of applied and policy oriented social science research and training.

Salary Scale: KE1,920 to KE3,600 per annum (KE1 = approx £1.43 sterling). The British Government may supplement salary by £1,704 per annum starting for a married appointee or for a single appointee with dependants (starting) for a single appointee without dependants and usually free of all taxes and provide children's educational allowance and holiday visit passages.

Family passage and baggage allowances. Detailed applications (2 copies, including curriculum vitae and naming 3 referees should be sent by April not later than 15th January, 1977, to the Director (Recruitment and Training), University of Nairobi, P.O. Box 30197, Nairobi, Kenya. Applicants residing in the UK should also send copy to Inter-University Council, 90-91 Tottenham Court Road, London W1P 0PT. Further particulars may be obtained from either address.

NEWCASTLE UPON TYNE
THE UNIVERSITY
SCHOOL OF EDUCATION
TEMPORARY LECTURESHIP IN THE TRAINING OF TEACHERS OF THE DEAF

The University proposes to appoint a temporary lecturer in the training of teachers of the Deaf for the three year period. The successful candidate will be required to join the staff in September, 1977. Applications are invited from lecturers or teachers concerned with the education of children with impaired hearing. The University and the Northern Counties School for the Deaf are separate but complementary institutions and the successful candidate will be expected to contribute to both by undertaking research in the Deaf or her own field. Salary will be in accordance with the current scales for Lecturers in Universities, i.e. £3,696 per annum rising by annual increments to £4,977 per annum. Membership of the University superannuation scheme is required.

Further particulars may be obtained from the Registrar. The University, Newcastle upon Tyne, NE1 7RU, with whom applications (2 copies) with the names and addresses of three persons to whom references may be made should be lodged not later than 31st January, 1977. Please quote reference TES.

UNIVERSITY APPOINTMENTS
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Adult Education

EALING
London Borough of:
EDUCATION SERVICE
ADULT EDUCATION WITH COMMUNITY CENTRES SERVICE
AREA TEAM

Salary scale £5,502 to £6,441, £6,504 London allowance and £1,104 supplement.

Education Officer Grade 3 (Head of Department).

Post to be filled 1st April, 1977, unless a later date is mutually acceptable. Assistance with removal expenses may be possible. The Council also pays 100 per cent removal expenses, and pays agent fees up to £300, and lodging allowances.

Application forms and further details of the post are obtainable from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU. Telephone 01-579 2424, extension 3044. Closing date 10 January, 1977. Please quote reference 0(A)/3.

Community Homes and Associated Institutions

LANCASHIRE
COUNTY SOCIAL SERVICES

STAINTHWAITE GIRLS' INTERMEDIATE TREATMENT CENTRE
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Burnham Scale 1 (assisting of Scale 2 for teaching of experienced person) plus £318 per annum. Residential Allowance and £870 for Extraneous Duties.

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Interested and Independent Social Education Officer online Centre, Kendal, Cumbria, and be prepared to commence work immediately in the further development of the educational programme based on adventure activities.

This is a residential post and an unfurnished house, or share accommodation may be available.

Application forms and further details from the Principal, Mr. W. B. Griffiths, Tel.: Crosthwaite 204. Closing date 14th January, 1977.

Youth and Community Service

KENT
DARTFORD Y.M.C.A.
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NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE

Appointment of SENIOR YOUTH AND COMMUNITY WORKER

COUNTY YOUTH CENTRE

Applications are invited from suitably qualified persons for the post of YOUTH AND COMMUNITY WORKER (SENIOR) with the responsibility for the day to day management of the Youth Centre which is to be opened in 1977. The purpose built youth facilities will include a sports hall, a theatre workshop, a coffee bar, a youth shop and a resource centre for youth and community groups.

Salary will be £4,074 rising by annual increments to £4,977 plus £318 supplement.

Application forms and further details from the Director of Education, County Hall, Northampton.

ST. PATRICK'S COLLEGE
MAYNOOTH
(Recognised College of the National University of Ireland)

Applications are invited for the following posts:

(1) PROFESSOR of CHEMISTRY

(2) SENIOR LECTURER/LECTURER in MODERN ENGLISH

(3) LECTURER/JUNIOR LECTURER in MODERN ENGLISH

Further details may be obtained from the Secretary, Academic Council, St. Patrick's College, Maynooth, Co. Kildare.

Applications together with curricula vitae and the names of three referees should be sent to the Secretary, Academic Council, not later than 1st February, 1977.

Present Salary Scales:

Professor:	£8,079-£9,595	(8 increments)
Senior Lecturer:	£6,039-£7,449	(6 increments)
Lecturer:	£4,714-£5,458	(5 increments)
Junior Lecturer:	£3,636-£4,162	(4 increments)

Outstanding merit both will eventually

Overseas Appointments

THE LEAGUE FOR THE EXCHANGE OF COMMONWEALTH TEACHERS

Applications are invited for one year exchanges *teaching* POSTS in Nassau, JAMAICA from September, 1977.

Applicants should be between the ages of 25 and 40 with a minimum of 3 years' post-qualification experience and be available for each exchange in September.

Applications are also invited for TEACHERS of FRENCH/GERMAN to spend one year in Britain in exchange with posts in Canada. Applicants must be from Commonwealth countries or be Commonwealth citizens resident in the UK and must have a good working knowledge of French/German.

Applicants should be between the ages of 25 and 40 with a minimum of 3 years' post-qualification experience and be available for each exchange in September.

Each successful applicant will be responsible for finding his/her own fare but a grant of £1,187.00 will be made available to each successful applicant for cost of living.

For further details and application forms please write to: The League for the Exchange of Commonwealth Teachers, 21 Bedford Square, London, W.C.1.

NAIROBI
Required in January for
GREENHARKS SCHOOL
P.O. Box 40200, Nairobi:

(1) Experienced GRADUATES to teach PHYSICS, CHEMISTRY up to 'A' level.

(2) For September 1977, GRADUATES to teach PHYSICS, CHEMISTRY up to 'A' level.

(3) Qualified TEACHER for the boys' residential Unit/Hostel.

Applicants should be qualified teachers with qualifications and experience to suit the above posts, and be prepared to contribute positively to the further development of the educational programme based on adventure activities.

This is a residential post and an unfurnished house, or share accommodation may be available.

Application forms and further details from the Principal, Mr. W. B. Griffiths, Tel.: Crosthwaite 204. Closing date 14th January, 1977.

NEWCASTLE UPON TYNE
THE UNIVERSITY
SCHOOL OF EDUCATION
TEMPORARY LECTURESHIP IN THE TRAINING OF TEACHERS OF THE DEAF

The University proposes to appoint a temporary lecturer in the training of teachers of the Deaf for the three year period. The successful candidate will be required to join the staff in September, 1977. Applications are invited from lecturers or teachers concerned with the education of children with impaired hearing. The University and the Northern Counties School for the Deaf are separate but complementary institutions and the successful candidate will be expected to contribute to both by undertaking research in the Deaf or her own field. Salary will be in accordance with the current scales for Lecturers in Universities, i.e. £3,696 per annum rising by annual increments to £4,977 per annum. Membership of the University superannuation scheme is required.

Further particulars may be obtained from the Registrar, The University, Newcastle upon Tyne, NE1 7RU, with whom applications (2 copies) with the names and addresses of three persons to whom references may be made should be lodged not later than 31st January, 1977. Please quote reference TES.

Administration

Local Education Authority

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited for the following posts:

(1) ASSISTANT EDUCATIONAL PSYCHOLOGIST (Ref. 1/77) with special responsibility for the Handicapped. £3,933-£4,977 plus £318 supplement.

(2) ADVISER for DRAMA. £4,074-£4,977 plus £318 supplement.

Job descriptions and application forms, returnable by 31st January, 1977, obtainable from the Chief Education Officer, Education Office, Tipping Street, Stafford. Quote reference number appropriate to post applied for.

TAMWORTH
STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE

Applications are invited for the following posts:

(1) YOUTH AND COMMUNITY WORKER (Ref. 2/77) with responsibility for the development of youth and community work in the Tamworth area. Salary £3,933-£4,977 plus £318 supplement.

(2) YOUTH AND COMMUNITY WORKER (Ref. 3/77) with responsibility for the development of youth and community work in the Cannock area. Salary £3,933-£4,977 plus £318 supplement.

Job descriptions and application forms, returnable by 31st January, 1977, obtainable from the Chief Education Officer, Education Office, Tipping Street, Stafford. Quote reference number appropriate to post applied for.

English as a Foreign Language

CHESHIRE
Westminster
Graduate TEACHER of MATHEMATICS and SCIENCE required for September, 1977 for Upton Hall School of English at Parkgate, Wirral. Experience of EFL desirable although not essential. Applications should be sent to Mr. J. Upton, County Education Officer, Chester House, Northampton.

Appointments Wanted

GRADUATE B.A. in Buddhist Studies, Comparative Religions, Certificate in Asian Studies, would like to secure teaching post in Religious Education/Private school.—Ring 01-951 7161.

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Phone 01-692 0231 or write for details to Admissions Office, Goldsmiths' College, New Cross, London, SE14 6NW.

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OXFORD
MAGDALEN COLLEGE
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T SHIRTS and sweat shirts printed to your wording or design. Club, Head Assistant addressed envelope to Dept. TES, Tee Shirt Printers, Littlehampton, W. Sussex. Telephone (09064) 5291.

WELL-KNOWN public school for sale or for hire in summer of 1977. Extensive facilities including heated indoor 50-metre swimming pool, etc.—Write Box 1743 at The Times, W1A 1EA.

WRITE and sell children's Stories. Mail tuition. Sales assistance. Send stamp for details of literary agency (T.E.S.) 17 Bridge Street, Manchester M3 3BG.

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MUSEUM OF MANKIND, Burlington Gardens, W1(Hill 4361) City Widys. 10-5. Sun. 2.30-6. Adm. free.

TATE GALLERY, Millbank, S.W.1. Mount Gallery. Until 16 Jan. Open daily 10-6. Sun. 2-6. Adm. free. Closed 24-26 Dec. and 1 Jan.

Holidays and Accommodation

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LAKE DISTRICT. Bi-centennial Farm Cottages, several sleeping 2 to 7. Brochure on request. Tel. 07-87 27466 or 07-87 27466. Write for brochure: Dodd Farm Cottages, Caldbeck, Wigton, Cumbria. Tel. Caldbeck 245 or Uldale 221.

WESTWARD HO! Ideal area for Geology and Biology field trips. Comfortable hotel, own private grounds 50, facing the Bideford, Bucking, Westward Ho!, North Devon. Bideford 2466.

£1 PER NIGHT Self Catering. Groups of up to 26 persons. Brochure from Households Initiative Centre, Wentworth, Rotherham, Yorkshire. Tel. Rotherham 0709 811.

Home Exchange Holidays

EUROPE CANADA HOLIDAY Exchanges. Brochure 65½ Maple Street, Vancouver, B.C.

HOME Exchange Holidays in Denmark. Free brochure. Write: Care Vacation, Fortunvej 1, New Hjem 4000 Roskilde, Denmark.

MIXED CLASS 11 to 14-year-old pupils would like exchange visit with family with pupils of similar age in Germany, Holland or Denmark. Please write: Mrs. Murray, 76 Quex, Thanet.

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DUPLICATING of text printing, typesetting, typing. Phone Typesetting Centre, Cardiff 26600.

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NORTH-EASTERN EDUCATION AND LIBRARY BOARD
Applications are invited for the following posts:—
Headquarters, County Hall, Ballymena

SPECIALIST ASSISTANT TO MUSIC ADVISER

Salary scale £3,258-£4,011 per annum plus a supplement of £312

A Specialist Assistant is required to teach woodwind instruments on a peripatetic basis within the Board's area.

Applicants should be able to offer clarinet or oboe as their principal instrument and should possess the facility to teach all woodwind instruments.

It is desirable that applicants should have teaching qualifications with experience in Schools. Professional instrumentalists with teaching experience may also be considered. Facilities will be available to take part in ensemble and performance.

Initial payment will be made for additional work. Normal mileage rates will be payable for approved travel on duty.

Application forms may be obtained, on receipt of a stamped addressed foolscap envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182 Galgorm Road, Ballymena, BT42 1HN, and must be returned not later than THURSDAY, 6th JANUARY, 1977.

Canvassing in any form will disqualify.

EDUCATION DEPARTMENT

SENIOR LIBRARY ASSISTANT

Required in the College Library Service of Wigan College of Technology, Parson's Walk, Wigan WN1 1RS.

Salary will be in accordance with the National Joint Council Scale for APT/II which at present is £2,127-£2,853 + £312 salary supplement. Starting point will depend on qualifications and experience. For a candidate successful in the Part II (Final) Examination of the Library Association this would be at least £2,529 per annum.

Applicants must have (or be exempt from) at least Part I of the Library Association Professional Examination.

Duties to commence as soon as possible at a date to be arranged with the successful candidate.

Application forms available from and returnable to the Chief Personnel Officer (Ref. W79), Civic Centre, Millgate, Wigan, by the 7th January, 1977. Canvassing members of the Council either directly or indirectly will disqualify applicants.

Metropolitan Borough of WIGAN

Bedfordshire

English Language & Resource Centre

A new purpose-built centre which will provide a focal point for language development work will open in Bedford in September, 1977. In addition to being a centre for the teaching of children of immigrant families, it will also be the base for a language resource team concerned with training and support for teachers in other schools.

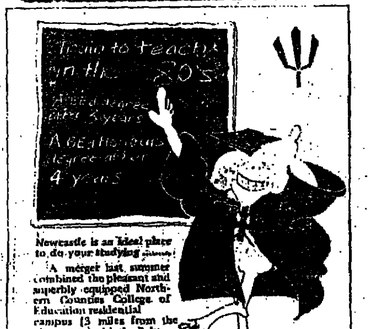
Applications are invited for the following posts for April, 1977.

a) **Language Centre**
Head of Centre—Scale 4

b) **Language Resource Team**
(1) Project Leader—Scale 4
(2) Assistant Project Leader—Scale 3

Applicants should be qualified teachers with suitable experience of teaching English as a second language in primary or secondary schools.

Application forms and further details can be obtained from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, MK42 9 AP (Telephone Bedford 63222, ext. 309). Closing date: 20th January, 1977.



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The Polytechnic now offers the following courses in September 1977.

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in Community Studies, Education of Mentally Handicapped Children, English, Geography, History and Home Economics (including specialist courses in Home and Textiles, Food and Nutrition, and Home and Social Studies with supporting Applied Science or Art)

Certificate in Education
in Education of Mentally Handicapped Children and Home Economics (including specialist courses as above)

Students who pass Certificate examinations at a high level may enter the BEd course at the end of the first year.

Enquiries to: Mr J L Meikle, Newcastle upon Tyne Polytechnic, Northern Counties Precinct, Coach Lane, Newcastle upon Tyne NE7 7XA.

Newcastle upon Tyne Polytechnic

Struggles and delights

Shirley Toulson on an exhibition of small presses

"The wooden screw press should be set up again in Westminster and the public invited to slip a disc or two trying to take a good pull on a lumpy handmade paper from a heavy forme." That was the idea put forward in an article in *The Times* of August 6, 1975, for the best way to celebrate Caxton's 500th anniversary this year. The suggestion came from Roy Lewis, a private press publisher/printer who owns and runs the Keepsake Press in Richmond.

The fruits of his labours, and those of 27 other private press owners and craftsmen printers are currently on show at the Swiss Cottage Library in Avenue Road, NW3. From now until January 12 this exhibition is open to the public during the normal opening hours of the library. It is Camden's happy way of celebrating Caxton's achievements, and *pace* Mr Lewis, there could not be a better.

The event has been arranged and organized by Ian Mortimer, who teaches printing at the Kingsway Princeton College for Further Education, and whose press, I.M. Imprint, is exhibiting work on four handset books. These include a title page to a set of 15 Henry Moore lithographs; and *Travelling VI* by the poet Michael Hamburger.

He is not the only printer in the exhibition to concern himself with both print-making and with the publication of new texts, particularly poetry. Yet on the whole there is a marked division between those presses which concentrate on the craft and skill of printing, and those whose main purpose is to bring out new work by contemporary writers (mostly poets), or hitherto unpublished fragments from the past, such as Charles Wesley's verses on the American War, which were published by the Keepsake Press to mark the bi-centenary.

It is not surprising that many presses of this latter type have been set up by poets. The Sycamore Press in Oxford, owned by the poet John Fuller and his wife Pru, is the most notable of these. It was started in 1968, and its first publication was James Fenton's Newdigate Prize poem *Our Western Furniture*. Since that date the press has become known for its finely produced cards and broadsheets by leading poets.

Morris Cox of the Gogmagog Press is a poet, artist head printer of outstanding ability. The display of work from his press has an immediate appeal to printers and readers alike. He binds his own work, and he has developed special techniques of reproducing illustrations, by using blocks made of cardboard and plastic as well as the more usual materials.

Paul Peter Piech is another original artist who uses his press largely as a media for his own urgent and vigorous linocut posters and woodcuts. Sometimes these are used to embellish texts from declamatory sources such as Blake and the New Testament. His work is startling enough to elicit a sharp reaction from the most inattentive; but naturally most of the exhibits on display here can only truly be appreciated by people who have themselves known the struggles and delights of operating a hand press, and who can understand the ingenious subtleties of the finished effects.

Yet even the most ephemeral of posters, letter heads, Christmas cards and book plates that confront the visitor make it clear, even to the uninitiated, what can be done with exquisite care on small equipment with a careful choice of type and illustration.

The presses at the disposal of the amateurs vary from professional models to parlour presses and Victorian hand presses of all sizes. But hand printing is certainly not just a matter of making do, and often these presses are the only possible method of producing the desired work. One has only to look across the corridor from this exhibition to the commercially produced posters on the library notice boards to see what unimaginative use is made of the facilities offered by modern machinery and techniques, and to wonder if it is perhaps the machines themselves that are limited.

It is a comparison that makes one welcome the William Morris spirit that motivates the best small press work. It would be worth a special visit to Swiss Cottage just to see the products of David Chamber's Cuckoo Hill Press; the use of original Bewick blocks by Iain Bain's Laverock Press; and above all to have the chance of getting to know the work of E. D. Jordan's Seperack Press, which is all too rarely seen outside its Northumberland base. This delicate and perfect work expresses Mr Jordan's professed aim, which is "not to startle or to parade new gimmicks, but to interpret texts of the reader in a lively but unobtrusive way; so that the result is a revelation of the author not of the printer".

Among those who would do well to make a point of seeing his work are the editorial and production staffs of the various magazines concerned with the visual arts, who held a meeting at Art Net's offices in Bloomsbury last Monday evening. The event provided an opportunity for samples of a score of differing journals devoted to graphic arts and photography to be gathered together. Whatever their content, they were uniformly mediocre in appearance.

Their editors could surely learn something from the private press owners about the techniques of layout and design; especially as the purpose of their meeting this week was to discuss the finance, production and distribution of their magazines. More than once during the course of the evening, they were told by the experts from Studio *International* and *Arts Review* (the two leading commercial journals in the field) that they were losing their printers make "mugs of them".

Distribution is a different matter. The small presses and the small art magazines have a similar problem in getting their material before the public. One or two schemes for cooperative distribution were put forward last Monday, and it certainly makes sense to think of ways to help people who give up their spare time to producing magazines which have little chance of getting before the public. The Arts Council was represented at the meeting by Richard Francis; it would be good if it could devise a plan to aid private presses and art magazines alike, by arranging distribution schemes for them as well as, or even instead of the present system of individual grants.

Television

Living intensely

Brendan Hennessey

The first half of *The Lady of the Camellias* (BBC 2 last week) had a tendency to look like *Romeo and Juliet* in a Twickenham drawing room. This was despite a credible attempt at a lavishly furnished apartment and sumptuous theatre in the Paris of 1848, with Second Empire France at the height of its glory, extravagance and self-indulgence.

Producer Richard Beynon's idea was to cut down on the melodrama of the tale by casting the Lady, Marguerite Gautier (Kate Nelligan) and her lover Armand Duval (Peter Firth) in accordance with their actual ages in the original novel and play by Alexandre Dumas fils —23 and 24 respectively; an older woman normally plays Marguerite. There are gains in this; notably an added sense of young innocence fighting against bourgeois morality, the generation gap being brought more in line with our own time. However, *treating* the characters as equally young worked against the spirit of the original in some ways, which was otherwise faithfully followed in the Edmund Gosse translation.

For the consumptive courtesan Marguerite, witty and wilful, laughing one moment and coughing up blood the next, unhappy, world-weary, and living intensely to hide the fact, is decades older than Armand in experience and self-knowledge. She has to explain to him, as to a child, when he complains about her spending, that she is dependent upon Prince Conti, who pays the total private income (like an idle barrister) amounts to only 8,000 francs. She then gives up her life of luxury, redeemed by her love, and lives with him cheaply in the country. Finally, she makes the supreme sacrifice of giving him up when persuaded by conventional morality that it is for his good, ensuring that he will hate her by claiming she has betrayed him all along.

While Armand crawls, she plunges desperately into her old life again —and is soon dead. She is a Mary Magdalen figure, in fact the play ends with a friend saying "Much will be forgiven you, for you loved much". Pastor her, Armand however obscured, must be overshadowed. Dumas's dialogue, almost from the beginning, makes it clear that her love will outmeasure his, so I felt at one point in the production that it was time to stop giggling and get on with something more Antony and Cleopatra.

There was much tenderness in the way Kate Nelligan said "You must either love me a little less, or understand me a little better" towards the end of the first half, when Marguerite has settled her debts in the usual manner before they leave for the country, and Armand goes into a huff again. But there was no hint that the woman was being taken over by a great passion.

In most of the six film versions and various stage productions of Dumas's work, Marguerite has been represented as older and wiser than her lover, and the role has enhanced a number of actresses' careers: Sarah Bernhardt, Theda Bara, Nazimova (in the film with Rudolph Valentino as Armand), Tallulah Bankhead at the Garrick in London in 1930, and Greta Garbo in George Cukor's film *Camille* (as Marguerite is called in Dumas's play) in 1936, with Robert Taylor.

In her metaphysical way, Garbo expressed the terrible vulnerability of the character: she showed the courtesan torn apart as well as redeemed by her love. A French man was once reported to have walked over the cinema seats and into the screen, his arms raised in adoration. There must have been melodrama in several other versions, but the reputation the work has for this quality probably stems mainly from Verdi exploding his until she is on her deathbed, when she is of no further use to them. Then there is Marguerite's complete frankness about money, and in wearing white camellias for three weeks of the month and red for one —more relevant to today's mores than going without a bra.

There was a certain sidgeonless about the camera work of the first part, which certainly reflected the heroine's state of health but left us wishing for a closer look at her soul. The Lady still has the power to move us if we can trust the tale and the French expressions of it. This production was a welcome reminder. There was also another cautionary reminder that television has a tendency to almost from the beginning, makes domesticate.

God's show

Hilary Finch

Fort Augustus: A visit by Ray Gosling.
ITV December 21, 10.30 pm.

One day Ray Gosling went to a Benedictine monastery by Loch Ness. He didn't see the monster. And he didn't see God. And at the end he could only admit "I'm stuck".

Instead of the more usual "I am a camera" approach with sequences and voiceover, the camera stalked Ray Gosling and the brethren—and the film editor came up with a strange and memorable mixture of the sublime and the ridiculous as it moved from cloister to enclosure, with Gosling bantering, questioning, seeking—and not really finding.

The click of the heels of the red-sashed Sar'nt Major in the school combined cadets, commanded by Fr Vincent, at one moment fighting the Devil and at the next leading the boys in a hymn to the Virgin; the mice with the ruddy face and the effete voice; Fr David, rotund and Chaucerian, chuckling as he swept up the leaves ("Each monk has his hobby"); Fr Placid relaxing, as he has his hair cut, how he dreamt he strangled two nuns; Fr Prior, head gardener, gassing moles on the lawn ("It's this gas they use in Northern Ireland").

And between the perverse and the bizarre episodes, the talking, the questioning, the search for what they do and what they want, for the "passion" behind it all. "Try and diffuse it to me", Gosling pleaded. "Well, we're the backroom boys—we generate the spiritual power that

you have anything other than hope?" "We can only continue our prayers—and leave it to God. . ."

There were daringly long moments of agonizing, impenetrable silence as monk and TV man were stranded in the vast no man's land between rational search for rational truth and a faith of revelation inadequately and incomprehensibly expressed in sterile words and images, esoteric and unfathomable.

"Come out and convince me", pleaded Ray Gosling again. But no one seemed very eager to convince. The pervasive air was one not of evasiveness and secrecy but of indifference—as if Gosling were really barking up altogether the wrong tree.

Finally it seemed as if it just wasn't within the power of Fr Augustus to reveal its secret to Ray Gosling. And the camera reading "It's God's show, not ours", said the Abbot. And Ray Gosling had to admit "We couldn't film God who say talk to all the time". Perhaps Fr Augustus showed us more than he thought.

Hibernian instruments

The title dance of the Bothy Band's *Old Hag, You Have Killed Me* (Polydor 2383 417) turns up also in a set on the Chieftains' *Bonaparte's Retreat* (Island ILPS 9432). Obvious comparisons are to be made between these two leading groups of gifted Irish musicians, and some important distinctions drawn.

Similarities first. Instrumental line-ups are not identical, but both courses both make great use of such particularly Hibernian instruments as uilleann pipes, fiddle, flute, whistle, bodhran and Bothy Band's non-traditional harpsichord will bear at least some comparison in its timbre to Chieftains' fully traditional harp.

Both groups are mainly concerned with instrumental music, but with a sprinkling of vocal: both have a lady singer. Dolores Keane contributes a couple of verses of "Green Linnet" and "Bonny Bunch of Roses" to the tone poem that gives *Bonaparte's Retreat* its title; Triona Ni Dhomhnaill sings "Sixteen Come Next Sunday" well on *Old Hag*, but her diction slips badly on her other song. There is, though, some beautiful harmony singing in the Irish.

But Bothy Band are a dance band, irresistibly rhythmic, while Chieftans, despite their having on some dancers into the studio to clump across your stereo to the Kerry Slides, are far more at simply listening to folk to classify nearest thing in folk to the players. Their music for the rather than the feet, is at its in such cerebral episodes as Bell's masterly harp introduction to Bothy Band's "Rights of Man", bonging this is not to express a preference a credit to the great groups who duced them.

Michael Grosvenor

Kaleidoscopic minstrels

Peter Fanning visits schools and colleges

At Beckenham, where Kelsey Boys School staged their own version of the legend of *Robin Hood*, they called the show a rock musical, a term that seems to cover anything nowadays that sports a microphone and at least one electric guitar.

Ever since King John lost his clothes in the Wash, the Robin Hood legend has been good ballad material. This time Tom Sampson wrote the words and Bob Duffield composed some stirring numbers. Setting the scene and spilling into the foyer was the Nottingham Goose Fair. The set featured a scaffolding with green gauze trees and looked like a warehouse full of upside-down furniture, posing as Sherwood Forest. The furniture turned out to be the property of the sheriff but, in spite of the technicolour dangerees which everybody wore, the attempt to blend ancient and modern styles was not entirely successful.

What dialogue it was possible to hear had a wooden tone which clogged the acting, and a booze-up in the Blue Boar was more like a Calcutta funeral wake. Things went better in the Sheriff of Nottingham's gin palace where Guy of Gisburne and two kaleidoscopic minstrels were freaking out for our entertainment and there was some slick choreography, too.

Meanwhile, at St Wilfrid's, in Crawley, Scrooge starred in *Humbug*. Ron Ward had restyled Dickens's old warhorse and his production was a noble swipe at this ancient Christmas tale. Although Paul Coloman's Scrooge was a shade too athletic, more like the White Knight than Wilfrid Brambell, he dominated the anchor part with energy and invention. A two-storey set—beds, dressers, bars and all—solved the problem of rapid scene changes and a vigorous chorus of ragamuffins was living proof that the old stage trickery is alive and well and living in Crawley.

It was a pleasant evening. It might have been excellent. But the music reminded one of the anti-septic jangling that is piped from loudspeakers in hotel lounges—a kind of xylophonic yawn. Only Heather Bartlett as Mrs Cratchit managed to cope with this impediment with an all-but show-stopping number.

No longer a first performance, but with the ink still hardly dry upon the paper, *The Ballad of Salomon Pavey* by Jeremy James Taylor and David Drew-Smythe received a second showing at Spencer Park School. It is the tale of the boy players of the Chapel Royal, the legendary birds in a gilded cage, worked to the bone by their ambitious masters, the unfortunate Edmunds of the Elizabethan age.

After the Dresden china precision of the first performance at Belmont School, this production gained from a dose of grime and credibility—particularly from a naturally comic Peter and John Collins's villainous William Hummis, who would be a threat to any poor player's sleep. The show made up in spirit what it lacked in finesse and though it still seems to be more an assortment of scenic detail and brilliant ideas, lacking a central core of conflict, *Salomon Pavey* will surely join that tiny band of well-written standbys that are easily within the reach of young boy actors.

Romeo and Juliet was written at a time when boys would naturally take the female leads, but it has its problems for a young male cast of today. And not just because of the star-crossed lovers. The second half is very long and Mercutio's death at the end of part one can often kill off the rest of the play as well.

Despite some curious production points (where was Romeo's "Antique face" in the ballroom scene? And what was Lady Capulet doing with a twentieth-century wristwatch?), Forest School managed to survive these pitfalls with a rapidly paced and passionate production. Separated from Romeo in the balcony scene by walls that were suitably high and hard to climb, Robert Kilson's Juliet showed a breathless, naivety which many a more conventional heroine would have been proud of.

Not surprisingly, the cruder elements in what is arguably Shakespeare's bawdiest play were treated with coy circumspection. Not so in Robin Rook's *As You Like It* at Balls Park College, where cattle were not the only breed to thrive on copulation. There was really no difference between Audrey and her goats—unless perhaps she stank rather more. Her place in Shakespeare's spectrum of love was well observed and would have worked well if she had not been prone to upstaging. Her suitor, Touchstone, was played by Vic Norris, a fine, intelligent rogue.

At the other end of the amorous scale, in the classic transvestite role, was Rosalind—a likeable gallant, posing as Ganymede; but she was not alone in her tendency to babble her lines, as if she was afraid that the poetry might escape.

The Forest of Arden was a cold, bitter place, full of mud, dead leaves and peasants speaking Welsh, and the banished Duke and friends were a group of refugees from the gin and jaguar belt, who had chosen a painfully simple life. Ben Probert's robust Jacques was garrulous when full of drink, but suffered a melancholy hangover thereafter, before being violently sick. It was a refreshingly coherent reading.

But every now and then one comes across a school play that outstrips expectation. Michael Charlesworth and David Agnew wrote the words and music for *Phineas Finn* over 10 years ago and the show, at Bedales School, bears all the hallmarks of a sixties' musical, full of cross rhythms and rattling choruses.

As with the television series, almost every part is a leading role and the details of the intrigues are mostly incomprehensible. Not that it really matters. At the centre of it all is Mr Finn (with a first rate leitmotif), the impulsive, penniless Irish M.P. Lady Glencora never appears and Planty Palliser is a lisping drip.

Have no fear. The result was superb. The absence of a proscenium arch on the wide stage of the Beddales Quad made the whole production intimate without any risk of being cramped. Imogen Taylor was enchanting as Madame Max and the rest of the casting was virtually faultless. Setting and costumes were exquisite. The singing was strong, the acting slick and it rattled along at a cracking pace. What a treat.

Living tragedy

James Redmond on Antonin Artaud

Artaud. By Martin Esslin. Fontana Modern Masters series. John Calder 1.95. Fontana 85p.

Martin Esslin's study of Antonin Artaud earns a worthy place in the Fontana Modern Masters' series, which now comprises more than three dozen volumes. Like the best of its predecessors, it supplies a great deal of information leavened with critical tact and perception.

Artaud does not present an easy subject for this particular series. His contribution to the modern world cannot, by its nature, be defined with clarity, and there was something of which he was a master. His influence has been strong, but dispersed and always partial. Artaud's actual achievement as a writer, director, and actor was not substantial enough to justify his undoubted importance in the development of the modern theatre, and Mr Esslin defines that importance as the development of the modern theatre, and Mr Esslin defines that importance mainly by biographical means. Artaud did not write masterpieces, but he lived through a long, complex agony: "Tragedy on the stage is not enough for me", he wrote to Jean Louis Barrault in 1935. "I shall transfer it into my life." In tracing that life, Martin Esslin intricately weaves a pattern which is made up of both factual information and Artaud's accounts of his own experiences, where much of his biography was creatively invented in retrospect. The events he actually lived through were pitiable enough, and the inner torment is overwhelming.

Artaud's life and ideas fit the crucial influence he has had on a generation of French writers and artists, and also on a great actress who was a child when he died. When Miss Jackson made us live through the horror of Vittoria's death-agony, the concepts behind "The Theatre of Cruelty" were given solid flesh.

The main difficulty facing the critic who wishes to expound and analyze Artaud's contribution is the difficulty which drove Artaud himself to despair. With a passion that helped towards the derangement of his mind, he was preoccupied with levels of human communication which are beyond the reach of orderly discourse. He swore that the established theatre—"a spurious theatre, facile and false, the theatre frequented by bourgeois, military men, rentiers, shopkeepers, wine-merchants, teachers of water-colour painting, adventurers, whores and winners of the *Prix de Rome*"—was damned above all by its insensitive confidence in the adequacy of words.

All his life Artaud was tortured by the areas of his experience that could not be given verbal expression. He decried his demonic energies in one great mission: he would give to the theatre the wild reclaim for the magic industry Dionysian ecstasy that had been suppressed in what Nietzsche had characterized as an age of bland, self-congratulating Socratism: the theatre must ask "the spirit to participate in a delirium which vastly enhances its energies".

In the average volume in this series, the author has had the essentially straightforward task of expounding and evaluating the ideas of the master in question. Mr Esslin has successfully achieved this much more difficult task of suggesting the peculiar force of a mind that expressed itself not through ideas but through screams of anguish.

Dynamite in the North

D. G. Valentine on school productions

The bawling of a vixen somewhere in the snows as I drove through a blizzard to Workington (to see, of all things, *Death in The Morning*, Workington Grammar School's own drama commemorating John Peel —d'ye ken who I mean?)—this bawling vixen was a reminder that where Wenceslas trod, the wolves would never be far behind; you cannot celebrate the joy of Christmas without some foreboding of Easter.

It was no surprise therefore to find that tragedy, deep human tragedy, was the difficult but inescapable theme of several northern school productions this Christmas. A pupil walking into the drama class at Whitehaven Grammar School with a record of *The Snow Goose* ("Couldn't we mime something to this?") provided the seed thought which grew into a full-length adaptation of the story in dance, mime and improvised dialogue. Simply to dramatize Gallico's rather sugary little tale, it was felt by cast and producer working together, was not enough; the whole story should be told of the build-up in Germany of the instruments of Nazi power which eventually, over 10 years ago and the show, at Bedales School, bears all the hallmarks of a sixties' musical, full of cross rhythms and rattling choruses.

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After Burbage

Frances Farrer in Hackney

The East London Borough of Hackney has a rich and fascinating social history. Burbage built a theatre there, just outside the City walls. Immigrants set up light industry such as tailoring. Unemployment, poverty, the two World Wars and the General Strike forged a tough, stoical community with a sharp sense of humour.

Sadly, *A Hackney'd Show*, Free Form's attempt to tell this story through songs, dances and sketches, is curate's egglish. At best there is excellent comic business between Burbage and a skull (Graham Downes and John Say) and some spirited songs, at worst there is some dreary agit-prop and a frumeric Hitler sketch which fails to amuse.

Apparently material was gathered from older residents of Hackney but many will remember skilled tailoring in the sweatshops and characters such as the eccentric Dr Jelley, who used to treat the poor in the streets without payment.

Dr Jelley is used as a link man, a time traveller like Dr Who. But his history is very scantily dealt with, indeed much of the local history is sacrificed to the fun and games and a rather patronizing idea of what the audience wants.

A Hackney'd Show will be presented at Chat's Palace, Brooksbys Walk, Homerton, London E9, from January 4 to 7 inclusive at 8.30 pm. It can be booked from Free Form, 38 Dalston Lane, E8.